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Assessment is closely related to learning and an integral part of the curriculum. “Assessment for learning” is not a new concept. It refers to a learning and teaching process where teachers collect ongoing information about students’ learning, diagnose learning difficulty, and provide timely and quality feedback to improve learning. The information collected also helps teachers plan for follow-up action and continue to improve learning and teaching.

Basic Competency Assessments

In 2000, the Education Commission released its report entitled “*Learning for Life, Learning through Life*” and proposed to implement Basic Competency Assessments (BCA) in the subjects of Chinese Language, English Language and Mathematics at various key stages of learning. Apart from the Territory-wide System Assessment (TSA), BCA also comprises Student Assessment (SA) 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 SA and TSA under BCA. SA is an online assessment item bank which is also capable of assessing the performance of participating students and providing instant assessment reports for teachers’ reference through a computer system. All primary and secondary schools can use it any time during the school year on a voluntary basis. The related data helps teachers review individual students’ learning progress with reference to the key learning points, and set the next learning objectives for the students. SA was upgraded as the Student Assessment Repository (STAR) platform in January 2017. Schools can log in to the platform through the HKEdCity website (<http://star.hkedcity.net>) for use.

TSA is a low-stake assessment to gauge mainly Primary 3 (P.3), Primary 6 (P.6) and Secondary 3 (S.3) students’ performance in the three subjects of Chinese Language, English Language and Mathematics. TSA data helps schools understand students’ overall academic standards in the main key learning areas for improving learning and teaching. TSA was first implemented at P.3 in 2004, and extended to P.6 and S.3 in 2005 and 2006 respectively.

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

Schools can make use of the data and resources provided by BCA to adjust teaching plans and improve teaching strategies. The Government can also provide appropriate support to schools and students in need to enhance learning and teaching, thus realising “assessment for learning”.

Review of 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 and enhancement of assessment literacy among schools. To address the public's concerns, the Committee was tasked to conduct a comprehensive review of the P.3 TSA in October 2015. Following an evidence-based review that had taken more than two years, with views collected from different stakeholders, including school sponsoring bodies, school heads, teachers and parents via various channels such as questionnaires, focus groups, seminars and meetings, it was reflected that most stakeholders affirmed the function and importance of TSA in providing feedback to learning and teaching at both the territory-wide and school levels. The stakeholders also commented positively on the four major enhancement measures, which include 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.

Arrangements for Primary 3 Territory-wide System Assessment in 2018 and beyond

In March 2018, the EDB accepted the Committee's recommendations on handling the arrangements for P.3 TSA in 2018 and beyond at the territory-wide and school levels separately. The new arrangements can further clarify that the Government will not use the data from TSA to evaluate schools, and re-affirm TSA's original purpose and positioning as "a low-stake assessment with emphasis on feedback". The arrangements for the P.3 TSA in 2018 and beyond are as follows:

- At the territory-wide level: About 10 per cent of P.3 students from each public sector and Direct Subsidy Scheme school are sampled for the P.3 TSA each year. To understand the overall learning performance of non-Chinese speaking (NCS) students and students with special educational needs (SEN) and provide appropriate support, a certain number of students have to be separately sampled for the assessment from these two student groups to meet the statistical requirements. Since only a small number of students in each school will participate in the assessment and students' performance will only be included in the data at the territory-wide level, school reports will not be provided.
- At the school level: Schools which would like all their P.3 students to participate in TSA and obtain school reports may approach the HKEAA directly for making relevant arrangements. If these schools have five or more NCS and/or SEN students participating in

the assessments, the HKEAA will provide separate reports on these students' overall performance in the three subjects of Chinese Language, English Language and Mathematics (a report on NCS students' performance in Chinese Language has been provided since 2015). The HKEAA will issue school reports to schools directly. The EDB will not obtain school reports of individual schools.

2018 Territory-wide System Assessment Report

This report introduces the 2018 TSA and describes the overall performance of students participating in the assessments this year. Since 2012, the P.6 TSA has been implemented in odd-numbered years. As schools' participation in P.6 assessments is on a voluntary basis, the HKEAA does not provide information on the performance of P.6 at the territory-wide level. Therefore, the report this year covers only the overall performance of P.3 and S.3 students.

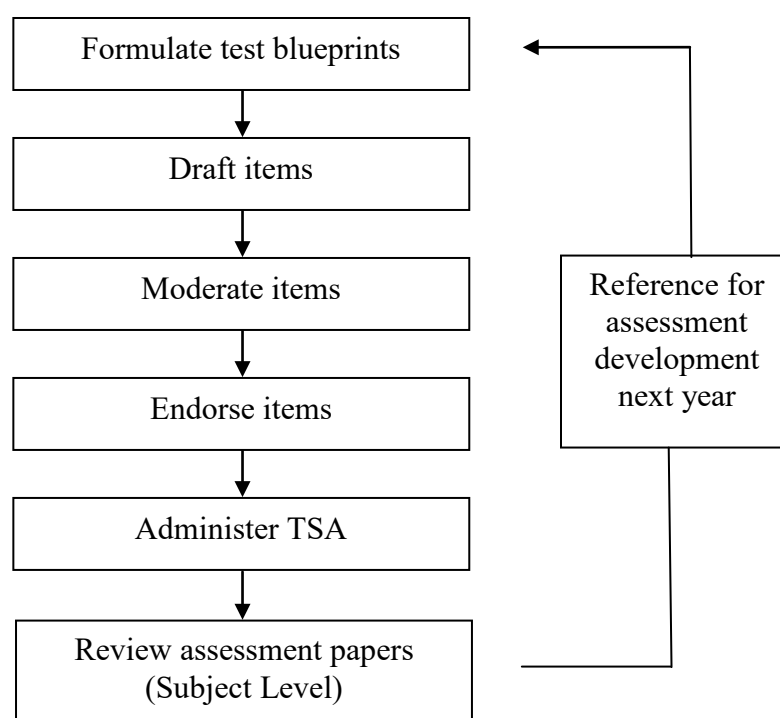
The contents of this report include: Chapter 2 outlining the assessment design and the development of the assessment items; Chapter 3 reporting on the assessment arrangements, introducing the process of TSA on-screen marking, etc.; Chapter 4 elaborating on how to set and maintain standards and reporting on the proportion of students achieving BCs across years; Chapter 5 describing in detail the different types of reports provided to schools by the HKEAA; Chapters 6 to 8 describing in detail the performance of students of different levels in the Chinese Language, English Language and Mathematics subjects, and providing examples which elaborate on the performance of students achieving BCs; and Chapter 9 concluding the experience gained this year.

2. ASSESSMENT DESIGN

The Development Process

This chapter sets out the work process of the Territory-wide System Assessment, including its development and review. The assessment content is drafted with reference to the Curriculum Development Institute's documents on BCs. The BCs are to determine if students have reached the basic requirements (including only part of the knowledge and skills) as set out in the curriculum by the end of a specific key stage of learning. In other words, BCs are only part of the curriculum requirements and do not represent all the curriculum requirements.

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



Moderation Committees

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

The moderation committees of individual subjects draw up “test blueprints” to ensure coverage of BCs across items as well as different contexts, text types and item types. Each

moderation committee also makes decisions regarding the number of items and the duration of each sub-paper. A few sub-papers are set for each subject and each student will be required to attempt only one sub-paper in each subject. For P.3, the duration of the assessment is 85 minutes for Chinese Language, 50 minutes for English Language and 40 minutes for Mathematics. For S.3, the durations for Chinese Language, English Language and Mathematics are 140, 110 and 65 minutes respectively. Items are drafted by item setters and the HKEAA's subject staff. The moderation committees conduct regular meetings to moderate and endorse items to ensure quality of items.

This year, the drafting of items of the subjects of Chinese Language, English Language and Mathematics at P.3 level continued to make reference to the recommendations of the Working Group on Papers and Question Design under the Committee. It aimed at aligning with the spirit of the curriculum, focusing on the requirements of P.3 BCs and meeting students' learning needs to maintain the reliability and validity of TSA. 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 to serve as inter-paper links for equating studies.

Territory-wide System Assessment Paper Review Focus Groups

After the release of the TSA results, a Paper Review Focus Group will be set up for each subject for each level. Each focus group consists of the Chief Examiner, serving teachers as well as subject officers and managers from the EDB and the HKEAA. To ensure that the paper review is conducted in an objective manner, teacher members are from different school groups and not members of the TSA moderation committees. The responsibilities of the focus groups are to provide views and suggestions on the current year's assessment items and marking schemes, which will be sent to the moderation committees as reference for the development of the assessment papers in the following year to enhance the quality of items and paper marking.

3. CONDUCT OF THE ASSESSMENT

Assessment Arrangements

The Territory-wide System Assessment this year consisted of written assessments of the Chinese Language, English Language and Mathematics subjects, oral assessments of the Chinese Language and English Language subjects and Chinese audio-visual (CAV) assessments of the Chinese Language subjects for P.3 and S.3. The P.3 TSA was implemented following the new arrangements introduced in 2018 (details are set out in Chapter 1) and a total of about 50,000 S.3 students from 447 secondary schools participated in the assessments.

Oral Assessment

The oral assessments of the Chinese Language and English Language subjects were conducted over two days. P.3 students took part in one session (either AM or PM) of the oral and CAV assessments on 2 or 3 May 2018. S.3 took part in one session (either AM or PM) on either 24 or 25 April 2018.

For the P.3 2018 TSA, P.3 students from each school were sampled by the HKEAA to take the oral and CAV assessments. For S.3, as in previous years, 12 or 24 students were randomly selected to take part in the oral assessments of the Chinese and English Language subjects, depending on the number of students in each school. The list of students selected for the assessments was not revealed until on the day of the assessment. S.3 students were assessed by two external Oral Examiners (OEs) while P.3 students were assessed by one internal and one external OEs. 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 April (P.3). Teachers without prior experience were required to attend the OE Training Workshop for secondary and primary OEs conducted in March and April 2018 respectively. In total, about 2,800 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 OE Training Workshops were conducted through a briefing session and activities in small groups. Through participating in a mock assessment, teachers were able to familiarise themselves with the marking schemes as well as techniques and details required in conducting the oral assessments. The teachers had to pass the mock assessment and meet specific requirements before they were appointed as OEs by the HKEAA.

Written Assessment

Written assessments for P.3 students took place on 12 and 13 June 2018, and those for S.3 students took place on 19 and 20 June 2018. Invigilation was carried out by teachers at their own schools. AAAs were appointed by the HKEAA 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

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

In order to enable the public and schools to have a better understanding and grasp of the whole idea of TSA, the HKEAA uploaded the question papers of the Chinese Language, English Language and Mathematics subjects together with the suggested answers, information on item design (e.g. each item paired with its corresponding learning objective, BC and question intent) and the marking schemes to the HKEAA's BCA website (www.bca.hkeaa.edu.hk) soon after completion of the P.3 assessment. Upon the release of S.3 school reports, the question papers of all three subjects will be uploaded to the aforementioned website together with the suggested answers and marking schemes.

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

The EDB and the HKEAA have provided various support measures for SEN students and NCS students.

For the SEN students, the measures include 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; and
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 with the content of the papers of Chinese Language and English Language were delivered to schools by the HKEAA on the days of assessments.

For the NCS students, measures for their participation in the Chinese Language component of TSA are as follows:

1. A bilingual version of “Instructions to Students” was provided in the form of a supplementary sheet for the Reading, Writing, Listening, CAV and Oral assessments to enable NCS students to better understand the requirements in 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 Language Reading assessment was distributed to the invigilators who could read out the requirements to NCS students as needed before the assessment started. This ensured that the NCS students understood the requirements in answering questions.

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 reference.

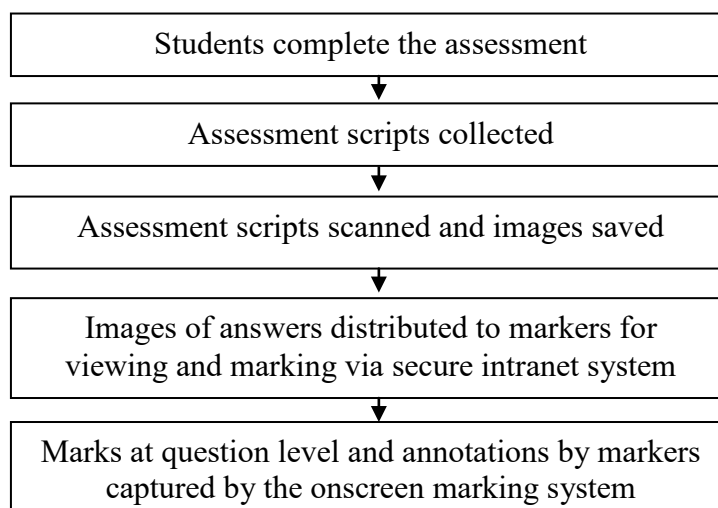
Marking and Check-marking – Onscreen Marking System

The HKEAA is committed to enhancing the quality of marking in written examinations. Advanced information technology is used to enhance the marking quality and efficiency as well as the reliability and validity of the assessments. Starting from 2008, Onscreen Marking (OSM) is adopted for the marking of TSA 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 are captured

and retained for marking and record-keeping. 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 assessments in June 2018, the HKEAA recruited 50 Marking Assistants, 450 Markers and 60 Assistant Examiners to assist with marking and check-marking which took place at the assessment centres from 7 to 17 July 2018 for P.3 and from 16 to 30 July 2018 for S.3. 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 TSA as well as how students' ability indices were estimated. It also summarises the results of the 2018 TSA.

How the Standards were Set

BCs are the essential knowledge and skills to be acquired by students (only including part of knowledge and ability) in the three subjects of Chinese Language, English Language and Mathematics by the end of each key stage of learning (P.3, P.6 and S.3) as set out in the curriculum. After the first year's administration of the TSA for each level (i.e. P.3 in 2004, P.6 in 2005 and S.3 in 2006) by the HKEAA, expert panels were formed to set the BC standards for the three subjects of 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 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 sample scripts to separate the performances of 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 judgement 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 TSA. 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 TSA. 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 the implementation of the TSA. Table 4.1 shows how students' responses data are linked into a big matrix.

Table 4.1 Linking Methods in Standard Maintenance

Student \ Item	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 TSA items. Similarly in Year 2, the difficulty indices of the research test items would also be estimated together with that of the TSA items. By assuming the difficulty indices of the research test items being comparable, the difficulty indices of the TSA items in Year 2 could be calibrated with Year 1's. In other words, with the common research test, the difficulty indices of the TSA 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 TSA (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

Sub-paper \ Item	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. Under the new arrangements for the P.3 2018 TSA, the HKEAA continued to adopt the aforementioned methodology for standard setting and maintenance, as well as estimating students' ability indices.

Results of Territory-wide System Assessment in 2018

The aforementioned procedures for standard maintenance were applied and the final results in the percentages of P.3 and S.3 students achieving BCs in 2018 are summarised in Table 4.3.

Table 4.3 Territory-wide Percentages of P.3 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	2018
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 ^Δ	86.3 [▽]	86.7 [□]
	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	76.9
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 ^Δ	81.1 [▽]	80.8 [□]
	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	69.8
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 ^Δ	88.2 [▽]	88.0 [□]
	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	80.0

- Note: * Chinese Audio-visual component has been 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 TSA was cancelled and no data was provided.
- ^ The P.6 TSA was suspended in 2012 and 2014. Since 2015, the P.6 TSA 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.
- Starting from 2018, the P.3 TSA is conducted on a sampling basis. The BC attainment rates are inferred from the sample of all students participating in the assessment.

The overall attainment rates of P.3 students in the subjects of Chinese Language, English Language and Mathematics were 86.7%, 80.8% and 88.0% respectively. For S.3, the attainment rates in the Chinese Language, English Language and Mathematics subjects were 76.9%, 69.8% and 80.0% respectively. On the whole, the proportion of students achieving BCs at P.3 and S.3 was highest in Mathematics, followed by Chinese Language and English Language. Examining the performance of P.3 and S.3 students, it is possible to discern overall trends, which are shown graphically in Figures 4.1 and 4.2.

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

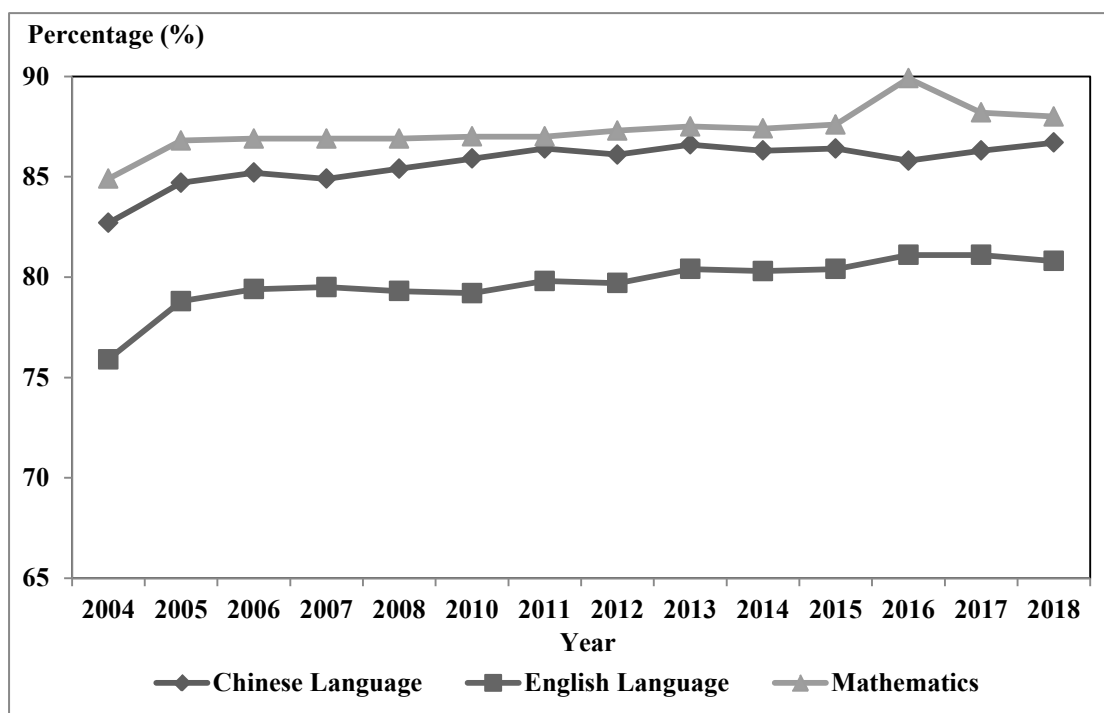
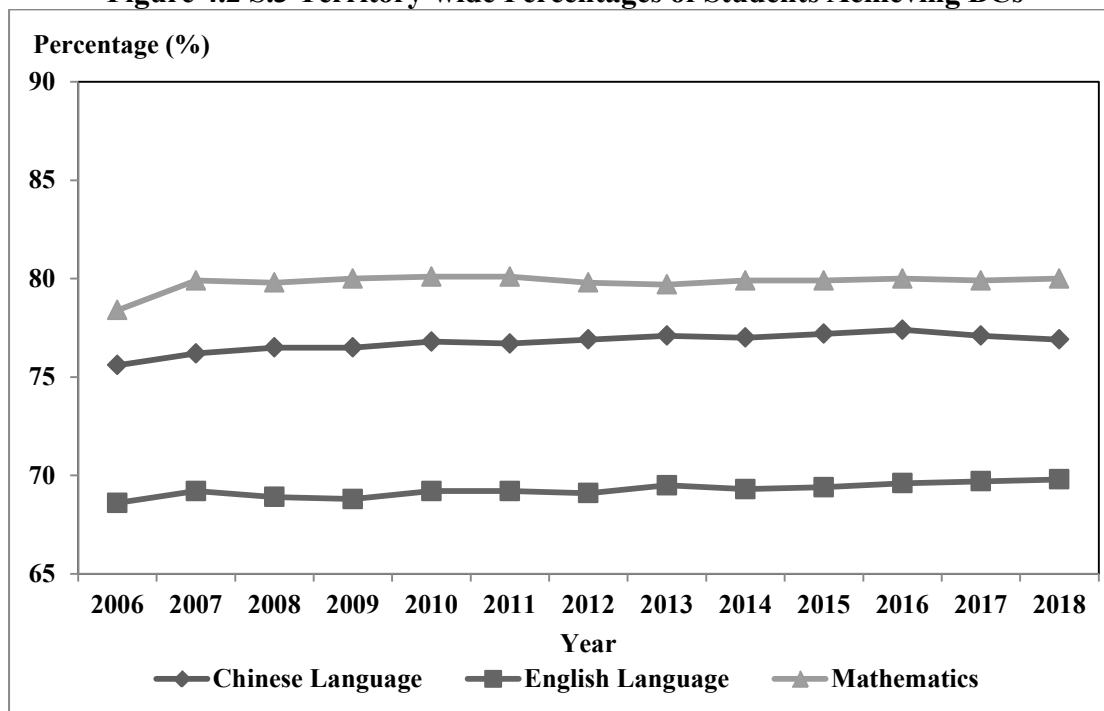


Figure 4.2 S.3 Territory-wide Percentages of Students Achieving BCs



STANDARD SETTING AND MAINTENANCE

Table 4.4 summarises some key statistics for those 2018 TSA students who also took TSA three years ago.

Table 4.4 Number and Percentages of Cohort Students Achieving or Not Achieving BCs in 2015 P.6 and 2018 S.3

Subject	Chinese Language	English Language	Mathematics
Achieved both P.6 BCs in 2015 and S.3 BCs in 2018	28,647 (72.4%)	26,721 (67.8%)	30,855 (78.0%)
Achieved P.6 BCs in 2015 but not S.3 BCs in 2018	3,282 (8.3%)	2,522 (6.4%)	3,460 (8.8%)
Achieved S.3 BCs in 2018 but not P.6 in 2015	2,965 (7.5%)	2,485 (6.3%)	1,775 (4.5%)
Number of students sitting both P.6 TSA in 2015 and S.3 TSA in 2018	39,542	39,419	39,539

To generate the above table, it was necessary to link the data for 2015 and 2018. After matching the student records, over 40,000 students sat the P.6 TSA in 2015 and the S.3 TSA in 2018. Most students who achieved BCs in 2015 also achieved BCs in 2018. These results indicate that having a solid learning foundation at the junior level is beneficial to learning in the next key stage. It is important for teachers to obtain assessment data in enhancing students' learning.

Assessment Reports

Under the new arrangements for the P.3 TSA in 2018, school reports are provided for schools with all P.3 students participating in TSA. The arrangements for S.3 remain unchanged and all schools receive school reports. The schools concerned can make use of the reports to understand their students' overall learning performance and adjust teaching plans to improve learning and teaching.

The primary school reports provide mainly students' overall data in the sub-papers for the different learning dimensions (skills) in the three subjects of Chinese Language, English Language and Mathematics. Starting from April 2014, the EDB does not provide primary schools with the BC attainment rates of individual subjects. However, the content of the school reports for secondary schools remains unchanged. The learning dimensions (skills) of the Chinese Language and English Language subjects include reading, writing, listening and speaking. The learning dimensions of the Mathematics subject include Number, Measures, Shape & Space and Data Handling for P.3, and include Algebra for P.6 and S.3 on top of these dimensions.

School reports, which include reports “sorted by sub-papers” and “sorted by BCs”, provide detailed data on the performance in the sub-papers for individual learning dimensions (skills) of individual subjects as well as data at the territory-wide level for reference to help schools identify the overall strengths and weaknesses of students in learning. Schools can make reference to the relevant data to adjust their school-based curriculum, teaching strategies and activities. Moreover, there are two supplementary reports in which data of students with different learning needs and those with SEN are excluded. The performance of individual students is not included in all reports which are strictly confidential and provided for schools' reference only.

(1) Online Interactive Reports

Starting from 2014, an Interactive Online Item Analysis Report is provided by the HKEAA. Teachers can log in to the system to browse the item data, items of individual sub-papers and marking schemes. To enable teachers to analyse students' performance more conveniently, the item analysis interface also allows teachers to view each individual item paired with its model answer using the “click-on” functions. Furthermore, students' performance in each BC/testing focus/learning unit over the past three years is provided by the HKEAA to enable schools to better understand their students' learning progress.

(2) Four School Reports

To provide schools with more comprehensive information on analysis of items and performance, four types of school reports¹ with different coverage were introduced to the P.3 assessments in 2016 for schools to choose from in the light of school-based needs. The related measure was extended to P.6 and S.3 in 2017. Following the Committee's recommendation, the measure on "providing school reports with different coverage" has been implemented on a regular basis in 2018. Schools can choose one or more types of reports to meet school-based needs in analysing their students' performance. Schools can make use of the data from these reports, together with the descriptions of students' performance and examples from Chapters 6 to 8, to understand their students' learning situation.

(3) Report on Performance of Non-Chinese Speaking Students

From 2015, to enable schools to make better use of the assessment data as feedback for learning and teaching, schools with five or more NCS students participating in TSA receive an additional report providing data on NCS students' performance in the Chinese Language subject for reference. Under the new arrangements for the P.3 TSA in 2018 and beyond, this arrangement is applicable to schools which have arranged all their P.3 students to participate in TSA. Related reports are extended from the Chinese Language subject to the English Language and Mathematics subjects. Schools can make reference to these reports and improve their teaching plans to help students learn.

(4) Report on Performance of Students with Special Educational Needs

For schools which have arranged all their P.3 students to participate in TSA this year, the HKEAA will also provide schools with an additional report on the performance of SEN students in the Chinese Language, English Language and Mathematics subjects (applicable to schools with five or more SEN students participating in the assessments), thus facilitating schools' provision of more adequate teaching arrangements for their SEN students.

¹ The four types of reports are: (1) Existing version; (2) Simplified version - including only individual school data and excluding overall data for reference; (3) Integrated version - a consolidated report on BC item groups with exemplars on students' overall performance; and (4) Information analysis report – providing individual items and their corresponding learning focuses, BCs and testing focuses and analysis of each option in multiple choice items.

2018 年全港性系統評估小學三年級中文科成績

2018 年小三級學生在中文科達到基本能力水平的百分率為 86.7 %。

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(20)	20(20)	20(20)	20(20)	56(56)
寫作	2(25)	2(25)	--	--	4(25)
聆聽	12(12)	12(12)	--	--	19(19)
視聽資訊	12(12)	12(12)	--	--	21(21)
總數	46(69)	46(69)	20(20)	20(20)	100(121)
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、填表、短答、排序
	實用文	1	8	選擇、填表、短答
3CR3	記敘文	2	20	選擇、填充、填表、排序
3CR4	記敘文	1	12	選擇、填充、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	9
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	12
題目總數					56

*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」劃分為四個等級；「錯別字」和「標點符號」則各分為三個等級。

表 6.4 小三寫作評估—分卷安排

分卷編號	題目類別	題數
3CW1	邀請卡	1
	短文寫作	1
3CW2	書信	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	1、2、4、5、7、9、10、11	1、3、4、7、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	3、8	2、5、8	4
題目總數			19

*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。
- 說話評估共設三張分卷（3CST1、3CST2、3CST3），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

- 視聽資訊評估以隨機抽樣形式進行。
- 視聽資訊評估設兩張分卷（3CAV1、3CAV2），每名學生作答其中一卷。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。

2018 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，每卷篇章總字數在 1200 字以下，題量不多於 20 題。學生必須閱讀兩篇閱讀材料，並回答問題。
- 評估材料包括短文和實用文。短文有兩篇，一篇名為〈山羊醫生〉，故事記述山羊醫生在多多森林工作，用心醫治病人以及抒發他對工作的感受。另一篇名為〈蝸牛〉，內容講述兩兄妹在放學路上，分享有關蝸牛的資訊和表達看法。實用文以海報形式設題，主題是開心圖書館增設玩具圖書室，內容主要介紹玩具圖書室的資料和申請使用方法。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	〈山羊醫生〉	〈蝸牛〉
分卷二		〈開心圖書館玩具圖書室〉
分卷三		〈蝸牛〉
分卷四		〈開心圖書館玩具圖書室〉

- 閱讀評估主要是評估學生能否「理解所學詞語」、「理解簡淺敘述性文字的段意及段落關係」、「概略理解篇章中簡淺的順敘/倒敘事件」和「理解簡單的實用文」。
- 學生「能理解所學詞語」。大部分學生能根據段落範圍和題目所設的語境，找出正確的詞語，如「告訴」(3CR1 第 2 題 / 3CR2 第 2 題 / 3CR3 第 2 題 / 3CR4 第 2 題)、「勇敢」(3CR1 第 12 題)、「佩服」(3CR3 第 11 題)、「安慰」(3CR4 第 1 題)等。現臚列學生的作答示例如下：

卷別	學生示例	備註
3CR1 3CR2 3CR3 3CR4	從 第三段 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. 我獲得才藝表演金獎，十分興奮。放學後，我馬上把這個好消息 <u>告訴</u> 父母。	學生能理解所學詞語，並按照語境，在指定段落找出合適的詞語。



卷別	學生示例	備註
3CR1	從 第四段 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. 消防員不怕危險，走進火場救出被困的人，他們真是十分 <u>勇敢</u> 。	學生能理解所學詞語，並按照語境，在指定段落找出合適的詞語。

卷別	學生示例	備註
3CR3	從 第一段 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. 無論晴天或雨天，哥哥每天都堅持練習跑步，我很 <u>佩服</u> _____他。	學生能理解所學詞語，並按照語境，在指定段落找出合適的詞語。
3CR4	從 第二段 找出適當的詞語，填在第1題的橫線上，使句子的意思完整。 1. 比賽落敗後，教練 <u>安慰</u> 我們不要灰心，鼓勵隊員要繼續努力練習。	

- 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：

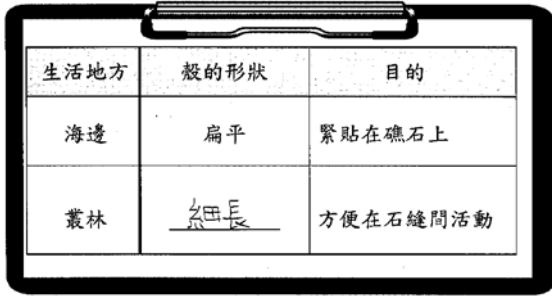
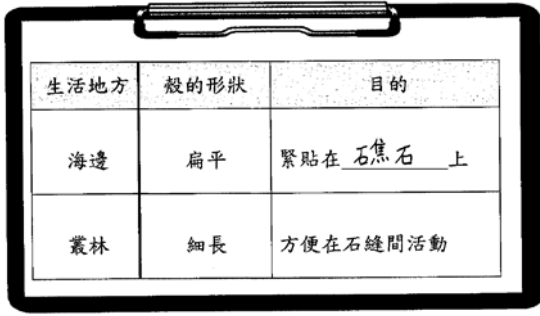
(一) 理解篇章內容要點

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。在〈山羊醫生〉中，學生能根據第二段提供的信息，找出熊弟弟受傷部位和治療方法（3CR1第5題和3CR2第5題）。學生也能根據題目要求，從文本中找出內容細節，回答問題（3CR1第7題）。

卷別	學生示例	備註
3CR1	5. 根據 第二段 ，在橫線上寫上熊弟弟的受傷部位。 	學生能從文本「首先進來的是熊弟弟，他從樹上摔下來， 頸部受傷 ，哭了起來」，找出關鍵信息，填寫資料夾。
3CR2	5. 根據 第二段 ，在橫線上寫上熊弟弟的治療方法。 	學生能從文本「山羊醫生 清理傷口 ，還以智力題考他」，找出關鍵信息，填寫資料夾。


卷別	學生示例	備註
3CR1	7. 山羊醫生建議鱷魚先生每天要做什麼？ 山羊醫生建議他每天要 <u>刷牙</u> 。	學生能複述內容要點，根據「山羊醫生吩咐鱷魚先生要天天刷牙」，正確回答問題。

在〈蝸牛〉中，學生能根據篇章第二段的内容，找出有關蝸牛的資料（3CR1 第 15 題和 3CR3 第 15 題）。


卷別	學生示例	備註									
3CR1	<p>15. 根據第二段，在橫線上填寫有關蝸牛的資料。</p>  <table border="1"> <thead> <tr> <th>生活地方</th><th>殼的形狀</th><th>目的</th></tr> </thead> <tbody> <tr> <td>海邊</td><td>扁平</td><td>緊貼在礁石上</td></tr> <tr> <td>叢林</td><td>細長</td><td>方便在石縫間活動</td></tr> </tbody> </table>	生活地方	殼的形狀	目的	海邊	扁平	緊貼在礁石上	叢林	細長	方便在石縫間活動	<p>學生能理解篇章內容「蝸牛有不同種類，牠們的外殼形狀可能跟生活環境有關，例如在海邊生活的蝸牛，有扁平的外殼，容易緊貼在礁石上；生活在叢林的蝸牛，有細長的外殼，方便在石縫間活動」，按照題目要求，找出正確的資料。</p>
生活地方	殼的形狀	目的									
海邊	扁平	緊貼在礁石上									
叢林	細長	方便在石縫間活動									
3CR3	<p>15. 根據第二段，在橫線上填寫有關蝸牛的資料。</p>  <table border="1"> <thead> <tr> <th>生活地方</th><th>殼的形狀</th><th>目的</th></tr> </thead> <tbody> <tr> <td>海邊</td><td>扁平</td><td>緊貼在石礁石上</td></tr> <tr> <td>叢林</td><td>細長</td><td>方便在石縫間活動</td></tr> </tbody> </table>	生活地方	殼的形狀	目的	海邊	扁平	緊貼在石礁石上	叢林	細長	方便在石縫間活動	<p>學生能理解篇章內容「蝸牛有不同種類，牠們的外殼形狀可能跟生活環境有關，例如在海邊生活的蝸牛，有扁平的外殼，容易緊貼在礁石上；生活在叢林的蝸牛，有細長的外殼，方便在石縫間活動」，按照題目要求，找出正確的資料。</p>
生活地方	殼的形狀	目的									
海邊	扁平	緊貼在石礁石上									
叢林	細長	方便在石縫間活動									

在〈山羊醫生〉中，學生能理解文字信息，找出「符合第三段的内容情景」（3CR1 第 6 題 / 3CR2 第 7 題 / 3CR4 第 6 題）。

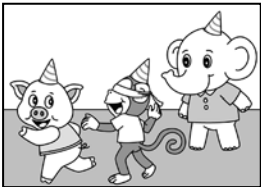
6. 哪一幅圖符合**第三段**的内容情景？




A



B



C



D

3CR1 第 6 題 / 3CR2 第 7 題 / 3CR4 第 6 題
答案：「B」

(二) 理解句子的因果關係

在〈山羊醫生〉中，學生能從文本提供的線索：「關心病人，樂於聆聽病人的話，是個出色的醫生」，找出山羊醫生「深受動物愛戴」的原因（3CR1 第 4 題 / 3CR2 第 4 題 / 3CR3 第 4 題）。

在〈蝸牛〉中，學生能根據上文下理，找出「為什麼老師要送蝸牛給那位學生」的原因。（3CR3 第 17 題）。

4. 山羊醫生「深受動物愛戴」（第 3 行）是因為他
<input type="radio"/> A. 關懷病人。
<input type="radio"/> B. 送禮物給病人。
<input type="radio"/> C. 學習醫術超過二十年。
<input type="radio"/> D. 樂於聆聽其他醫生的意見。

17. 根據那則趣聞，為什麼老師要送蝸牛給那位學生？
因為老師想那位學生
<input type="radio"/> A. 改善脾氣。
<input type="radio"/> B. 成為蝸牛專家。
<input type="radio"/> C. 幫忙繁殖蝸牛寶寶。
<input type="radio"/> D. 學習蝸牛勇敢的性格。

3CR1 第 4 題 / 3CR2 第 4 題 / 3CR3 第 4 題
答案：「A」

3CR3 第 17 題 答案：「A」

(三) 理解段落大意

學生能理解段落大意。在〈山羊醫生〉中，大部分學生能理解段落內容要點，辨識第一段主要是「介紹山羊醫生」（3CR4 第 4 題）。在〈蝸牛〉中，學生能理解段落內容重點，找出第二段的主要信息是「記述妹妹介紹蝸牛外殼的特點」（3CR3 第 16 題）。

4. 第一段主要是
<input type="radio"/> A. 介紹山羊醫生。
<input type="radio"/> B. 交代醫院位於多多森林。
<input type="radio"/> C. 說明醫院工作十分忙碌。
<input type="radio"/> D. 記述多多森林有很多出色的醫生。

3CR4 第 4 題 答案：「A」

16. 第二段主要是
<input type="radio"/> A. 表達妹妹想飼養蝸牛。
<input type="radio"/> B. 交代妹妹是蝸牛專家。
<input type="radio"/> C. 記述妹妹介紹蝸牛外殼的特點。
<input type="radio"/> D. 描述妹妹哥哥有關蝸牛的知識。

3CR3 第 16 題 答案：「C」

- 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〈山羊醫生〉中，學生能按照故事情節發展，正確排列各個選項的先後次序（3CR1 第 3 題 / 3CR2 第 3 題 / 3CR3 第 3 題 / 3CR4 第 3 題）。

卷別	學生示例	備註
3CR1 3CR2 3CR3 3CR4	<p>3. 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. 熊弟弟得到合適的診治 B. 鱈魚先生向山羊醫生表達謝意 C. 鱈魚先生在多多森林的醫院看病 D. 山羊醫生教小鱈健康生活的方法</p> <p>1/1</p> <p><input type="text" value="A"/> → <input type="text" value="D"/> → <input type="text" value="C"/> → <input type="text" value="B"/></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。

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，主題是開心圖書館新增玩具圖書室，內容主要介紹玩具圖書室的資料和申請使用方法。

閱讀下面的文字，然後回答問題。

開心圖書館
玩具圖書室

背景

- 開心圖書館於 2010 年興建，樓高十層，設有兒童圖書室、成人圖書室、音樂圖書室、報刊室和咖啡廳，並於 2017 年在八樓新增玩具圖書室。
- 玩具圖書室提供各式各樣的玩具和遊戲，另設幼兒遊戲區，有小滑梯和學爬架，歡迎家長陪同子女到來。

目的

- 鼓勵兒童玩玩具，促進身心發展。
- 提倡家長和子女一起玩遊戲，建立親子關係。

開放時間

星期二至星期日	上午九時至晚上九時
星期一	休息

服務對象

兩歲至八歲兒童

規則

- 玩具圖書室的玩具可免費使用，不得外借。
- 兒童必須由成人陪同，每位兒童最多可與兩位成人同行。
- 基於衛生理由，所有使用者必須穿襪子，並把鞋子放在鞋架上，才可進入玩具圖書室。

申請使用方法

- 可致電 1233 4567 預約，或於開放時間到場排隊輪候。名額有限，先到先得。

備註

- 如天文台發出八號或以上的熱帶氣旋警告信號，或黑色暴雨警告信號，開心圖書館將暫停服務，當天所有預約會被取消。

主題

內容

其他

- 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，如圖書館興建年份(3CR2 第 13 題)、玩具圖書室的服務對象(3CR2 第 17 題 / 3CR4 第 17 題)、圖書館的樓層(3CR4 第 13 題)、幼兒遊戲區的設施(3CR4 第 14 題)等。

14. 幼兒遊戲區有什麼設施？

- ☐ A. 波波池。
- ☐ B. 小滑梯。
- ☐ C. 音樂走廊。
- ☐ D. 幼兒圖書櫃。

3CR4 第 14 題 答案：「B」

17. 哪一位是玩具圖書室的服務對象？



A



B





C



D

3CR2 第 17 題 / 3CR4 第 17 題 答案：「A」

卷別	學生示例	備註
3CR2	<p>13. 根據海報的背景資料，在橫線上填寫答案。</p> 	學生能從「背景」中找出「開心圖書館於2010年興建」的正確資訊，填寫資料夾。
3CR4	<p>13. 根據海報的背景資料，在橫線上填寫答案。</p> 	學生能從「背景」中找出「開心圖書館於2010年興建，樓高十層」的正確資訊，填寫資料夾。

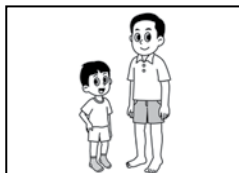
- 學生能理解實用文的內容要點，如學生能從海報中，知道開心圖書館現有的設施，從而掌握「演講室」不是開心圖書館現有的設施（3CR2 第 14 題），以及辨識兒童和成人均須穿襪子才可進入玩具圖書室（3CR4 第 18 題）的規則。

14. 下列哪一個不是開心圖書館現有的設施？

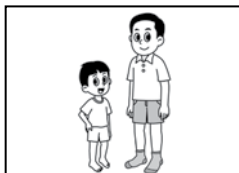
- ☐ A. 報刊室。
☐ B. 演講室。
☐ C. 玩具圖書室。
☐ D. 音樂圖書室。

3CR2 第 14 題 答案：「B」

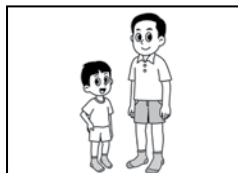
18. 哪一幅圖的人士可進入玩具圖書室？



A



B



C



D

3CR4 第 18 題 答案：「C」

- 學生能按照題目設定的情景，從海報中找出正確資料，並回答問題，例如按照題目提供的情景「天文台已發出八號熱帶氣旋警告信號」，從海報「備註」欄找出相關信息，正確寫出小美的預約會「取消」（3CR2 第 19 題 / 3CR4 第 19 題）。

卷別	學生示例	備註
3CR2 3CR4	<p>19. <u>小美</u>預約了今天到玩具圖書室，可是天文台已發出八號熱帶氣旋警告信號，那麼她的預約會怎樣？</p> <p>她的預約會<u>取消</u>。</p>	學生能從「備註」中找出與提供的情景相關的信息，填寫正確答案。

(3) 寫下款、祝頌語和發信日期

下款為天明，附以祝頌語和發信日期

- 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，學生必須寫出邀約目的或發信的主要目的，才能符合三等的要求。評審準則如下：

3CW1

1. 請根據題目寫邀請卡。

學校將舉行「科技遊戲日」。你是文山，請寫一張邀請卡，邀請表哥和你一起參加這個活動。(提示：部分格式已經提供)

等級	評審準則			
一等	<ul style="list-style-type: none"> 未能寫出邀約目的(未能寫出「我」邀請表哥參加「科技遊戲日」) 資料不齊全(欠缺日期 / 時間 / 地點) 格式不完整(欠缺下款 / 發卡日期) 			
二等	<ul style="list-style-type: none"> 未能寫出邀約目的(未能寫出「我」邀請表哥參加「科技遊戲日」) 資料不齊全(欠缺日期 / 時間 / 地點) 格式完整(下款、發卡日期) 	<ul style="list-style-type: none"> 能寫出邀約目的(寫出「我」邀請表哥參加「科技遊戲日」) 資料不齊全(欠缺日期 / 時間 / 地點) 格式不完整(欠缺下款 / 發卡日期) 	<ul style="list-style-type: none"> 未能寫出邀約目的(未能寫出「我」邀請表哥參加「科技遊戲日」) 資料齊全(日期、時間、地點) 格式不完整(欠缺下款 / 發卡日期) 	<ul style="list-style-type: none"> 未能寫出邀約目的(未能寫出「我」邀請表哥參加「科技遊戲日」) 資料齊全(日期、時間、地點) 格式完整(下款、發卡日期)
三等	<ul style="list-style-type: none"> 能寫出邀約目的(寫出「我」邀請表哥參加「科技遊戲日」) 資料不齊全(欠缺日期 / 時間 / 地點) 格式完整(下款、發卡日期) 	<ul style="list-style-type: none"> 能寫出邀約目的(寫出「我」邀請表哥參加「科技遊戲日」) 資料齊全(日期、時間、地點) 格式不完整(欠缺下款 / 發卡日期) 	<ul style="list-style-type: none"> 能寫出邀約目的(寫出「我」邀請表哥參加「科技遊戲日」) 資料齊全(日期、時間、地點) 格式完整(下款、發卡日期) 	

3CW2

1. 請根據題目寫書信。

你是天明，老師選了你當班長。請寫一封簡單的書信，把這個消息告訴表姐，並寫出你當班長的感受。(提示：部分格式已經提供)

等級	評審準則			
一等	<ul style="list-style-type: none"> 未能寫出發信的主要目的(未能把當班長的消息告訴表姐) 未能寫出相關內容(未能寫出「我」當班長的感受。) 格式不完整(欠缺祝頌語 / 下款 / 發信日期) 			
二等	<ul style="list-style-type: none"> 未能寫出發信的主要目的(未能把當班長的消息告訴表姐) 未能寫出相關內容(未能寫出「我」當班長的感受。) 格式完整(祝頌語、下款、發信日期) 	<ul style="list-style-type: none"> 能寫出發信的主要目的(把當班長的消息告訴表姐) 未能寫出相關內容(未能寫出「我」當班長的感受。) 格式不完整(欠缺祝頌語 / 下款 / 發信日期) 	<ul style="list-style-type: none"> 未能寫出發信的主要目的(未能把當班長的消息告訴表姐) 能寫出相關內容(「我」當班長的感受。) 格式不完整(欠缺祝頌語 / 下款 / 發信日期) 	<ul style="list-style-type: none"> 未能寫出發信的主要目的(未能把當班長的消息告訴表姐) 能寫出相關內容(「我」當班長的感受。) 格式完整(祝頌語、下款、發信日期)
三等	<ul style="list-style-type: none"> 能寫出發信的主要目的(把當班長的消息告訴表姐) 未能寫出相關內容(未能寫出「我」當班長的感受。) 格式完整(祝頌語、下款、發信日期) 	<ul style="list-style-type: none"> 能寫出發信的主要目的(把當班長的消息告訴表姐) 能寫出相關內容(「我」當班長的感受。) 格式不完整(欠缺祝頌語 / 下款 / 發信日期) 	<ul style="list-style-type: none"> 能寫出發信的主要目的(把當班長的消息告訴表姐) 能寫出相關內容(「我」當班長的感受。) 格式完整(祝頌語、下款、發信日期) 	

- 分卷一中，學生能按照題目的要求，寫一張邀請卡，大部分學生取得最高等級三等。部分學生能寫出邀約目的，以及寫出活動日期、時間和地點，惟格式有疏漏。部分學生能寫出邀約目的，格式完整，惟未能提供相關資料。
- 分卷二中，學生能按照題目的要求，寫一封簡單的書信，大部分學生取得最高等級三等。部分學生能寫出發信的主要目的和寫出相關內容，惟格式有疏漏。部分學生能寫出發信的主要目的，格式完整，惟未能寫出相關內容。

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「過生日的經過和感受」，分卷一以「有些人跟家人慶祝，有些人和同學一起度過」作為例子，分卷二則以提問形式「你會怎樣過生日？跟家人慶祝？和朋友一起歡度生日？」，引起學生思考。學生可以參考題目的例子，又或按照個人

生活經驗，甚或發揮創意，記述一次「過生日的經過和感受」，字數不限。
今年兩張分卷的短文寫作安排如下：

3CW1

生日時，有些人跟家人慶祝，有些人和同學一起度過。請寫一篇文章，記述一次你過生日的**經過**和**感受**。（字數不限）

3CW2

你會怎樣過生日？跟家人慶祝？和朋友一起歡度生日？請寫一篇文章，記述一次你過生日的**經過**和**感受**。（字數不限）

- 短文寫作的評審準則如下：

等級	評審準則		等級	評審準則		等級	評審準則	
	內容	結構		文句	詞語運用		錯別字	標點符號
一等	離題 / 內容貧乏。	分段錯誤或沒有分段。	一等	文句不通。	用詞不當 / 用詞貧乏。	一等	錯別字很多。	誤用標點符號頗多。
二等	不切題 / 內容空泛。	未能按內容重點適當分段。	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。	二等	偶有錯別字。	偶爾誤用標點符號。
三等	切題，內容一般。	大致能按內容重點分段，條理一般。	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。	三等	錯別字很少。	較少誤用標點符號。
四等	切題，內容充實。	能按內容重點分段，條理清晰。	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。	三等		

- 學生大致能根據題目要求，寫一篇**切合題旨**的文章。學生大致能記述一次過生日的經過和感受。學生能就熟悉的事物，選取合適的內容，記述一次「我」過生日的經過和感受。學生在首段一般會**點題**，**交代自己生日**；在第二段大致會**記述過生日的經過或情形**，例如在家開生日派對，又或和朋友玩遊戲，又或與家人吃蛋糕等；末段**抒發個人感受**，如開心、難忘、感動等。
- 學生大致能根據內容重點，分成三至四個段落來記述過生日的始末，條理一般。部分學生會運用標示語，如「首先」、「然後」、「接着」、「最後」來聯繫各個段落。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>,</td><td>是</td><td>一</td><td>個</td><td>特</td><td>別</td></tr><tr><td>的</td><td>日</td><td>子</td><td>,</td><td>就</td><td>是</td><td>我</td><td>的</td><td>生</td><td>日</td></tr><tr><td>!</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			昨	天	,	是	一	個	特	別	的	日	子	,	就	是	我	的	生	日	!										能在首段點題，交代背景：時間是「昨天」，主題是「我的生日」。
			昨	天	,	是	一	個	特	別																						
	的	日	子	,	就	是	我	的	生	日																						
	!																															
<table><tr><td></td><td></td><td>昨</td><td>天</td><td>,</td><td>我</td><td>感</td><td>到</td><td>十</td><td>分</td></tr><tr><td>開</td><td>心</td><td>。</td><td>我</td><td>很</td><td>感</td><td>謝</td><td>朋</td><td>友</td><td>慶</td></tr><tr><td>祝</td><td>我</td><td>的</td><td>生</td><td>日</td><td>。</td><td></td><td></td><td></td><td></td></tr></table>			昨	天	,	我	感	到	十	分	開	心	。	我	很	感	謝	朋	友	慶	祝	我	的	生	日	。					能在末段表達「我」的感受「十分開心」，也「感謝」朋友到來為我慶祝。	
		昨	天	,	我	感	到	十	分																							
開	心	。	我	很	感	謝	朋	友	慶																							
祝	我	的	生	日	。																											
3CW2 <table><tr><td></td><td></td><td>今</td><td>天</td><td>是</td><td>我</td><td>的</td><td>生</td><td>日</td><td>,</td></tr><tr><td>剛</td><td>好</td><td>是</td><td>星</td><td>期</td><td>日</td><td>。</td><td></td><td></td><td></td></tr></table>			今	天	是	我	的	生	日	,	剛	好	是	星	期	日	。				能在第一段點題，指出今天既是星期日，也是「我的生日」。											
		今	天	是	我	的	生	日	,																							
剛	好	是	星	期	日	。																										
<table><tr><td></td><td></td><td>我</td><td>過</td><td>了</td><td>快</td><td>樂</td><td>的</td><td>一</td><td>天</td></tr><tr><td>。</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			我	過	了	快	樂	的	一	天	。										能在末段抒發「我」的感受：「過了快樂的一天」。											
		我	過	了	快	樂	的	一	天																							
。																																

- 學生大致能運用書面字詞寫作，句子大致完整，意思尚算清晰。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 能運用所學詞語	3CW1 <table><tr><td></td><td></td><td>今</td><td>年</td><td>生</td><td>日</td><td>,</td><td>爸</td><td>爸</td><td>帶</td></tr><tr><td>了</td><td>我</td><td>去</td><td>游</td><td>泳</td><td>。</td><td>後</td><td>來</td><td>我</td><td>們</td></tr><tr><td>一</td><td>家</td><td>三</td><td>口</td><td>去</td><td>了</td><td>如</td><td>心</td><td>酒</td><td>店</td></tr><tr><td>吃</td><td>午</td><td>飯</td><td>,</td><td>那</td><td>裏</td><td>的</td><td>食</td><td>物</td><td>美</td></tr><tr><td>味</td><td>極</td><td>了</td><td>!</td><td>晚</td><td>上</td><td>,</td><td>我</td><td>在</td><td>家</td></tr><tr><td>裏</td><td>吃</td><td>了</td><td>一</td><td>個</td><td>巧</td><td>克</td><td>力</td><td>蛋</td><td>糕</td></tr><tr><td>,</td><td>爸</td><td>媽</td><td>還</td><td>送</td><td>我</td><td>一</td><td>個</td><td>杯</td><td>子</td></tr><tr><td>、</td><td>三</td><td>本</td><td>書</td><td>、</td><td>兩</td><td>個</td><td>小</td><td>食</td><td>袋</td></tr><tr><td>和</td><td>水</td><td>晶</td><td>球</td><td>作</td><td>禮</td><td>物</td><td>呢</td><td>!</td><td></td></tr></table>			今	年	生	日	,	爸	爸	帶	了	我	去	游	泳	。	後	來	我	們	一	家	三	口	去	了	如	心	酒	店	吃	午	飯	,	那	裏	的	食	物	美	味	極	了	!	晚	上	,	我	在	家	裏	吃	了	一	個	巧	克	力	蛋	糕	,	爸	媽	還	送	我	一	個	杯	子	、	三	本	書	、	兩	個	小	食	袋	和	水	晶	球	作	禮	物	呢	!		大致能以書面語記述過生日的經過,文句大致通順,用詞大致恰當。
		今	年	生	日	,	爸	爸	帶																																																																																			
了	我	去	游	泳	。	後	來	我	們																																																																																			
一	家	三	口	去	了	如	心	酒	店																																																																																			
吃	午	飯	,	那	裏	的	食	物	美																																																																																			
味	極	了	!	晚	上	,	我	在	家																																																																																			
裏	吃	了	一	個	巧	克	力	蛋	糕																																																																																			
,	爸	媽	還	送	我	一	個	杯	子																																																																																			
、	三	本	書	、	兩	個	小	食	袋																																																																																			
和	水	晶	球	作	禮	物	呢	!																																																																																				

- 學生大致能正確書寫常用字詞，惟偶有錯別字，如把「禮物」，誤寫成「禮物」，又或把「留念」誤寫成「留念」。學生大致能運用標點符號，惟偶爾顛倒開關引號的方向，或在表示對話時，開了引號，卻未有關上引號，又或省略號和句號同時使用，亦有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。每個話語設有兩位人物，第一部分的話語人物是學生小美和大威，他們在校園閒談。第二部分的話語是小美參加學習團的面試，與陳老師對話交談。兩張分卷的話語安排如下：

第一部分

內容要點：

- 大威詢問小美觀看報告板的資訊
- 小美提到大威的專長
- 大威和小美談論「哈樂星學習團」的交通安排(只限分卷一)
- 大威和小美談論「哈樂星學習團」在夏季舉行的原因(只限分卷二)
- 大威表達想去飛天馬中心的原因(只限分卷一)
- 大威介紹飛天馬的模樣(只限分卷二)
- 大威和小美談論「哈樂星學習團」的主題
- 大威和小美談論「哈樂星學習團」安排的活動
- 大威和小美談論哈樂星舉辦免費學習團的原因(只限分卷二)

第二部分

內容要點：

- 小美向陳老師作自我介紹
- 陳老師稱讚小美與兄長相親相愛
- 小美想把愛心傳達給哈樂星的小朋友(只限分卷一)
- 小美希望向哈樂星的同學介紹地球美食(只限分卷二)
- 小美向陳老師分享初入學的情形
- 小美打算教哈樂星小朋友摺紙

- 學生「能記憶簡單話語中敘說和解說的內容」。學生能專注聆聽，並根據話語內容，辨識「飛天馬的模樣」(3CL2 第 3 題)和小美的資料夾(3CL1 第 7 題)。學生也能根據小美和陳老師的對話，找出小美希望向哈樂星的同學介紹「地球的美食」(3CL2 第 9 題)，也能掌握小美打算教哈樂星小朋友「摺紙」(3CL1 第 11 題 / 3CL2 第 11 題)。

3. 飛天馬的模樣是怎樣的？



A



B



C



D

3CL2 第 3 題 答案：「B」

7. 下列哪一個是小美的資料夾？



A



B



C



D

3CL1 第 7 題 答案：「C」

11. 小美打算教哈樂星小朋友做什麼？

- ☐ A. 寫信。
- ☐ B. 摺紙。
- ☐ C. 設計書籤。
- ☐ D. 做心意卡。

3CL1 第 11 題 / 3CL2 第 11 題
答案：「B」

9. 小美希望向哈樂星的同學介紹什麼？

- ☐ A. 地球的美食。
- ☐ B. 游泳的技巧。
- ☐ C. 繪畫的方法。
- ☐ D. 跑步的姿勢。

3CL2 第 9 題 答案：「A」

- 學生「能概略理解語段間的銜接關係」。學生能根據話語內容，找出語段間的因果關係。學生能根據小美和大威的對話，知道哈樂星舉辦免費學習團的原因是「慶祝哈樂星太空總署成立一百周年」(3CL2 第 5 題)。學生能從話語內容中，掌握大威想去飛天馬中心是因為他想「學習騎飛天馬」(3CL1 第 3 題)。同時，學生能根據小美和陳老師的對話，知道陳老師稱讚小美是因為他「和哥哥相親相愛」(3CL1 第 8 題 / 3CL2 第 8 題)。
- 學生能根據話語內容，聽出不同人物的語氣。學生能聽出大威以「擔心」的語氣來回應小美(3CL1 第 6 題)，也能理解小美以「自信」語氣回應陳老師(3CL1 第 12 題 / 3CL2 第 12 題)。學生也能辨識大威以「好奇」的語氣來詢問小美(3CL2 第 6 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

請根據題目寫邀請卡。

學校將舉行「科技遊戲日」。你是文山，請寫一張邀請卡，邀請表哥和你一起參加這個活動。(提示：部分格式已經提供)

親愛的表哥：

我的學校將舉行「科技遊戲日」。我很想參加，但我不是太勇敢去做，所以我要你小小的幫忙。你對於科技很有興趣，希望你能來。請留意內容：

時間：星期五早上九時到十二時上午

地點：開心街

希望你會來！

文山上

五月一日

能寫出邀約目的

資料不齊全

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

請根據題目寫書信。

你是天明，老師選了你當班長。請寫一封**簡單的書信**，把這個消息告訴表姐，並寫出你當班長的感受。(提示：部分格式已經提供)

親愛的表姐：

你好嗎？最近功課忙嗎？

告訴你一個好消息，我被老師選為班長，令我頓時十分高興，因為我从小就希望可以為持秩序，為同學服務。

表姐，你在班上有沒有當班長？真期待你的回信啊！

表弟

天明

能寫出主要信息

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 生日時，有些人跟家人慶祝，有些人和同學一起度過。請寫一篇文章，記述一次你過生日的經過和感受。（字數不限）

1	上	星	期	天	是	我	的	生	
日	，	我	邀	請	了	我	的	同	學
到	我	家	去	玩	耍	。	為	了	慶
祝	我	生	日	，	我	的	同	學	們
分	別	送	了	故	事	書	，	文	具
和	一	部	電	話	給	我	。		
2	我	們	玩	了	棋	子	，	遊	
戲	機	。	我	們	玩	得	很
開	心	，	但	是	時	間	過	得	很
快	，								
	不	一	會	兒	，	已	經	來	
到	傍	晚	了	，	這	天	真	是	一
個	充	實	的	日	子	啊	！		
3	最	後	，	他	們	依	依	不	
捨	地	離	開	了	。				
4	我	感	到	很	愉	快	。	我	
希	望	明	年	的	生	日	快	一	點
到	。								

內容□：

切題，能按照題目要求寫作，文中記述「我」過生日的經過和感受。文中交代「我」生日時收到許多禮物，又和同學一起玩「棋子」、「遊戲機」，直到傍晚同學才「依依不捨地離開」。此外，「我」表達「愉快」的感受，「希望明年的生日快一點到」。內容重點如下：

- 1 記述「我」邀請同學來家慶祝生日，收到許多禮物。
- 2 記述「我」和同學一起玩，不知不覺已到傍晚。
- 3 交代同學依依不捨離開。
- 4 抒發「我」過生日的感受和表達期望。

結構：

大致能按內容重點分段。全文由「上星期天」開始，然後記述「我」過生日的經過，文末抒發感受，條理大致清晰。

文句：

文句表達完整。

詞語運用~~~~~：

用詞合適，如「邀請」、「開心」、「充實」、「依依不捨」、「愉快」。

錯別字：

能正確書寫常用字。

標點符號：

偶爾誤用標點符號。

達到基本能力水平的小三學生寫作示例——短文寫作

3CW2 你會怎樣過生日？跟家人慶祝？和朋友一起歡度生日？請寫一篇文章，記述一次你過生日的**經過**和**感受**。（字數不限）

1	你	知	道	我	生	日	的	日
期	嗎	？	對	了	！	就	是	六
一	日	兒	童	節	啦	！	今	天
就	是	我	的	生	日	了	。	
2	早	上	，	我	回	到	學	上
考	試	。	我	不	想	生	日	的
子	就	要	考	試	。			
3	下	午	，	我	吃	完	午	餐
後	，	爸	爸	媽	媽	和	我	出
玩	禮	物	。	我	想	買	一	把
玩	具	。	爸	爸	媽	媽	就	買
了	一	把	玩	具	。	我	非	
常	開	心	。					
4	晚	上	，	我	們	吃	美	味
的	火	鍋	。	我	非	常	開	心
啦	！							

內容□：

切題，能按照題目要求寫作。文章一開始，先以設問形式交代「我」的生日在兒童節，然後交代生日也要回學校考試，接着下午父母帶「我」選購生日禮物，晚上則一起吃「美味的火鍋（鍋）」，內容一般。各段容重點如下：

- 1 以設問形式點題，交代「我」的生日日期。
- 2 簡述「我」生日那天，仍要上學考試。
- 3 記述父母陪「我」選購生日禮物的經過。
- 4 記述「我」和父母一起吃火鍋，並抒發感受。

結構——：

大致能按內容重點分段，條理清楚。第一段以設問形式帶出主題，第二至四段則以「早上」、「下午」和「晚上」串聯各段，時序清晰。

文句——：

文句大致清楚，能以設問形式帶出主題。

詞語運用：

用詞尚可。

錯別字：

錯別字很少，如鍋（鍋）。

標點符號：

能正確運用標點符號。

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「告訴」(3CR1 第 2 題 / 3CR2 第 2 題 / 3CR3 第 2 題 / 3CR4 第 2 題)、「勇敢」(3CR1 第 12 題)、「佩服」(3CR3 第 11 題)、「滔滔不絕」(3CR3 第 12 題)、「安慰」(3CR4 第 1 題)等。
- 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。學生能根據篇章內容，找出關鍵信息，填寫表格(3CR1 第 5 題、3CR2 第 5 題和 3CR3 第 5 題)。學生也能根據篇章的文字描述，理解內容，並找出正確的圖畫(3CR1 第 6 題 / 3CR2 第 7 題 / 3CR4 第 6 題和 3CR3 第 7 題)。學生大致能概略理解各個段落的內容重點，找出段落大意(3CR3 第 6 題和 3CR4 第 4 題)。此外，學生能根據上文下理，找出句子的因果關係(3CR4 第 8 題)。
- 達到基本能力的學生尚能「概略理解篇章中簡淺的順敘/倒敘事件」。在〈山羊醫生〉中，學生大致能掌握篇章脈絡，排列事情發生的先後次序(3CR1 第 3 題 / 3CR2 第 3 題 / 3CR3 第 3 題 / 3CR4 第 3 題)。學生尚能綜合全文，找出篇章主要信息(3CR1 第 10 題 / 3CR2 第 12 題 / 3CR3 第 10 題 / 3CR4 第 12 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，理解海報中的信息，並按照題目要求，回答問題。學生能複述實用文的資訊，如圖書館的興建年份(3CR2 第 13 題)、玩具圖書館的服務對象(3CR2 第 17 題/3CR4 第 17 題)和幼兒遊戲區的設施(3CR4 第 14 題)。學生能從文字信息中，知道兒童和成人進入玩具圖書室必須穿襪子，從而辨識正確的圖畫(3CR4 第 18 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 1 題和 3CR1 第 2 題 / 3CR2 第 2 題 / 3CR3 第 2 題 / 3CR4 第 2 題作為示例，加以說明：

基本能力	學生示例	備註
能理解所學詞語	從第二段找出適當的詞語，填在第 1 題的橫線上，使句子的意思完整。 1. 今天天氣很好，爸爸提議到沙灘玩耍，我們 <u>興高采烈</u> 地拍手叫好。 <div style="border: 1px solid black; padding: 2px; display: inline-block;">正確答案</div>	能根據語境及指定段落範圍，找出適當的詞語。
	1. 今天天氣很好，爸爸提議到沙灘玩耍，我們 <u>感動</u> 地拍手叫好。	在指定範圍尋找詞語，惟詞語搭配不當。

基本能力	學生示例	備註
能理解所學詞語	<p>1. 今天天氣很好，爸爸提議到沙灘玩耍，我們<u>出色</u>地拍手叫好。</p> <p>1. 今天天氣很好，爸爸提議到沙灘玩耍，我們<u>迎接</u>地拍手叫好。</p>	未能根據題目要求，在指定段落範圍找出合適的詞語。「出色」和「迎接」未能配合題目情景。
	<p>1. 今天天氣很好，爸爸提議到沙灘玩耍，我們<u>情不自禁</u>地拍手叫好。</p>	未能根據題目要求，在指定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>第三段</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. 我獲得才藝表演金獎，十分興奮。放學後，我馬上把這個好消息<u>告訴</u>父母。</p> <p style="text-align: right;">正確答案</p>	能根據語境及指定段落範圍，找出適當的詞語。
	<p>2. 我獲得才藝表演金獎，十分興奮。放學後，我馬上把這個好消息<u>經過</u>父母。</p> <p>2. 我獲得才藝表演金獎，十分興奮。放學後，我馬上把這個好消息<u>告訴</u>父母。</p>	未能在指定範圍找出合適的詞語。

(二) 篇章內容要點

在〈山羊醫生〉中，小部分學生未能根據篇章內容，找出「山羊醫生給小猴什麼建議」(3CR2 第8題 / 3CR4 第7題)。此外，小部分學生未能理解山羊醫生的話語，因此未能找出他所指的「幸福」(3CR4 第10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>8. 山羊醫生給小猴什麼建議？</p> <p>他建議小猴<u>飲食要適量</u>。</p> <p style="text-align: right;">正確答案</p>	能根據篇章內容：「山羊醫生為小猴開藥，又告訴他健康生活的絕招： 飲食要適量 」，找出正確答案。

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	8. 山羊醫生給小猴什麼建議？ 他建議小猴 <u>留院觀察</u> 。	學生未能掌握第四段的關鍵信息：「山羊醫生為小猴開藥，又告訴他健康生活的絕招：飲食要適量」，以及受「熊弟弟留院觀察」一事影響，未能找出正確答案。
	8. 山羊醫生給小猴什麼建議？ 他建議小猴 <u>開藥</u> 。 8. 山羊醫生給小猴什麼建議？ 他建議小猴 <u>告訴健康生活的絕招</u> 。	題目要求學生找出山羊醫生給小猴的「建議」，惟學生卻誤以為是山羊醫生給小猴的治療方法。 個別學生則誤以為「健康生活的絕招」就是「建議」，未能準確找出山羊醫生給小猴的建議是「飲食要適量」。

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	10. 山羊醫生指的「幸福」(第24行)是什麼？ 他指的「幸福」是 <u>看見病人康復</u> 。 <div>正確答案</div>	能根據篇章關鍵信息「山羊醫生心想：看見病人康復，真是幸福啊」正確回答問題。
	10. 山羊醫生指的「幸福」(第24行)是什麼？ 他指的「幸福」是 <u>很多人感謝山羊先生</u> 。	未能根據文本「山羊醫生心想：看見病人康復，真是幸福啊」回答問題，只陳述「很多人感謝山羊醫生」，未能找出山羊醫生所指的「幸福」是什麼。
	10. 山羊醫生指的「幸福」(第24行)是什麼？ 他指的「幸福」是 <u>有幸福的生活</u> 。	學生以個人生活經驗回答問題，未能根據文本「山羊醫生心想：看見病人康復，真是幸福啊」找出正確答案。

寫作範疇

實用文

學生能寫邀請卡和簡單的書信，表現理想

- 學生能掌握實用文寫作的要求，比去年有顯著進步，表現理想。寫邀請卡時，大部分學生能寫出邀約目的，並在相關資料和格式中，達到最少一項或以上的要求。寫書信時，大部分學生能寫出發信的主要目的，並在相關內容和格式中，達到最少一項或以上的要求。

實用文寫作注意事項

(一) 欠缺邀約信息

個別學生在撰寫邀請卡時，欠缺邀約目的。在分卷一，小部分學生只提供活動的資料，惟忘記邀請對方參加。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 我學校將舉行 科技遊戲日，詳情如下： 日期：六月十九日(星期六) 時間：下午六時十一分 地點：小樂天學校 我很想這一天快 到來啊！	只提供活動的名稱和相關資料，惟沒有寫出邀約目的。

(二) 欠缺相關資料 / 內容

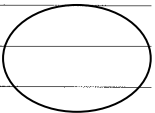
小部分學生漏寫部分邀請卡的資料。寫簡單書信方面，個別學生未能清楚審題，只告知對方當選班長，沒有清楚表達當班長的感受。學生作答例子如下：

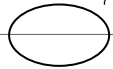
基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	3CW1 親愛的表哥： 我的學校將舉行科技遊戲日 日期：三月二十日 時間：三時二十分 時限：一個小時	資料欠齊全，欠地點。

基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	<p>3CW2</p> <p>你好嗎？功課忙嗎？老師選了 我做班長，你替我高興嗎？</p>	未能根據題目要求，寫出「我」當班長的「感受」。

(三) 格式疏漏

格式方面，個別學生在格式上略有疏漏，例如在邀請卡中，小部分學生欠下款和日期、格式位置錯誤；又或在書信中，部分學生欠祝頌語。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	<p>3CW1</p> <p>十月一日</p> <p>表哥</p> <p>文山</p>	混淆了「自稱」、「下款」和「日期」的位置。
	<p>3CW1</p> <p>親愛的表哥：</p> <p>我誠意邀請你和我一起參加學校的「科技遊戲日」。詳情如下：</p> <p>日期：六月二十三日(星期六)</p> <p>時間：上午十時至下午四時</p> <p>地點：開心小學</p> <p>我非常希望你能和我一起去參加啊！</p> 	欠下款和發卡日期。
	<p>3CW1</p> <p>敬上文山</p> <p>六月十一日</p>	「啟告語」和「下款」前後錯置。

基本能力	學生示例	備註
能寫賀卡、邀請卡、簡單書信	<p>3CW2</p> <p>親愛的表姐：</p> <p>你好嗎？你近來怎樣？今天老師選了我當班長，我由一年級就很想做班長，現在我真是很開心，京七寫到這裏，再見！</p> <p></p> <p>表弟</p> <p>天明啟</p> <p>六月十日</p>	欠祝頌語。

短文

學生在「內容」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。學生能在文章開首點題，例如直接指出今天是自己的生日，又或交代昨天「我」過了難忘的生日，又或以設問句帶出「我」生日的日子。學生在文章中段，記述和家人慶祝的經過，又或交代跟同學一起玩遊戲，又或描寫朋友送生日禮物的情形等，惟內容比較簡略。學生通常在文章結尾抒發個人感受，向家人或親友表達謝意，又或希望明年生日快些到來。
- 小部分學生未能仔細審閱題目，導致文章「離題」，或未能緊扣題旨，例如全文只記述與家人玩樂一整天，沒有交代那天是自己的生日，又或只記述「我」為家人或朋友慶祝生日，而不是「我過生日」。個別學生未能完全掌握題目要求，如文章只交代「我」今天生日，「我」心情興奮，期待與家人一起慶祝，惟全文並沒有記述「我過生日」的經過，內容空泛。個別學生在審題方面，仍有進步空間。
- 部分學生能仔細審閱題目，並謹慎地構思內容，在「內容」上取得最高等級四等。這些學生能根據題目要求寫一篇內容比較充實的文章，詳細地記述過生日的經過，如家人為我準備豐富的食物，然後和朋友開派對、玩遊戲、吃生日蛋糕等，文末表達個人感受，向家人或朋友表達謝意，內容豐富、充實。部分學生則記述和家人出外吃一頓晚飯，然後送上禮物和蛋糕。父母為「我」唱生日歌，大家一起拍照留念，場面溫馨、情感細膩。

學生在「結構」方面，表現不俗

- 大部分學生在寫作文章時，懂得分成三至四個段落，顯示學生具有分段意識。大部分學生在「結構」上，能根據題目要求，按內容要點分段表達，條理大致清晰。個別學生沒有分段，全篇文章一段到底，也有個別學生未能按內容重點分段。

學生在「詞語運用」和「文句」方面，表現平穩

- 學生大致能運用所學詞語寫作，用詞大致合適，文句表達尚算清晰，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。大部分學生能

運用日常生活的詞語寫作，例如「興高采烈」、「開心」、「興奮」、「難忘」、「希望」、「津津有味」、「依依不捨」等。在文句表達方面，大部分學生能運用完整句子表達意思，只有個別學生「用詞貧乏」或「文句不通」。

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
備	備	禮	禮	給	給
接	接	香	香	寶	寶

別字：

正寫	別字	正寫	別字	正寫	別字
蠟燭	蠟足	幸福	辛福	津津有味	律律有味
蛋糕	蛋精	依依不捨	依依不捨		

- 學生在運用標點符號上，表現尚算不俗。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，建議在日常教學中，多加提點學生。

聆聽範疇

學生在聆聽範疇中，表現持續理想

- 學生在聆聽範疇中，表現理想。大部分學生能專注聆聽，並根據話語內容，回答大部分問題。學生「能記憶簡單話語中敘說和解說的內容」、「能聽出話語所表達的不同情感」和「能概略理解語段間的銜接關係」。大部分學生能理解話語的因果關係（3CL1 第 3 題和 3CL2 第 5 題）、能複述話語的信息（3CL1 第 7 題和 3CL2 第 3 題）、能明白說話者的語氣（3CL1 第 12 題 / 3CL2 第 12 題和 3CL2 第 6 題）。

說話範疇

看圖說故事

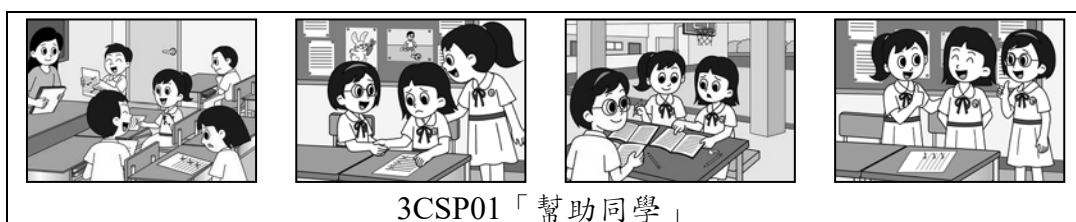
- 「看圖說故事」共設六道題目，每道題目提供四幅圖畫，內容主要圍繞童話故事、個人成長、校園和家庭生活等，包括「幫助同學」（3CSP01）、「着涼」（3CSP02）、「買圍巾」（3CSP03）、「友誼第一」（3CSP04）、「不可餵食」（3CSP05）和「保護環境」（3CSP06）。

小組交談

- 「小組交談」設六道題目，話題主要圍繞個人成長、校園生活、家庭和想像，包括「學習一項運動」(3CSG01)、「學校增加遊樂設施」(3CSG02)、「健康早餐」(3CSG03)、「玩具分享日」(3CSG04)、「考試後的活動」(3CSG05)和「感謝親人的節日」(3CSG06)。

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，按情節發展順序講述兒童故事。在「幫助同學」(3CSP01)中，學生能理解四幅圖畫主要講述同學之間互相幫助。學生能先講述教師派發試卷，其中一位女生因成績不理想而悶悶不樂。她的同學看見這個情況，不但主動安慰她，而且陪她一起溫習。最後，這位女生成績進步不少，她感到高興，同學也為她的進步而興奮不已。



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發音，並能做到「說話聲音響亮」。在兩項評審準則中，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，大致能回應別人的說話，並表達意見。不少學生能在交談中加入自己的生活經驗或其他例子，使內容更為充實。過程中沒有參與交談或不願意作出回應的學生只屬極少數。
- 學生大致能運用日常生活的詞語與別人溝通，意思表達尚算清晰。

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「香港的蛇」。分卷一的第二部分是「黃豆」，分卷二則是「醬油」。兩張分卷的安排如下：

卷別	第一部分	第二部分
分卷一	<u>香港</u> 的蛇	黃豆
分卷二	<u>香港</u> 的蛇	醬油

- 短片「香港的蛇」由漁農自然護理署職員介紹生長在香港的蛇。片中指出一般人對蛇有誤解，職員指出只要保持適當距離，蛇不會主動攻擊人。職員會紀錄蛇的資料，如出沒地點、品種、性別，並解說青竹蛇和翠青蛇的分別。職員進

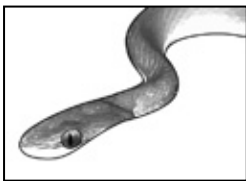
一步說明蛇的生態和習性，並重點介紹緬甸蟒蛇和橫紋後稜蛇的特點和生活習性，並提到蛇每隔幾個月會蛻皮一次。片末重申蛇不會主動攻擊人，又提到如不幸被蛇咬傷須注意的事項。

- 短片「黃豆」主要講述黃豆和它的種植方法。主持先介紹大豆的古名、分類方法，以及原產地。主持其後訪問香港農夫竹姐，竹姐先說明毛豆和黃豆的分別，然後介紹種黃豆的方法、過程、注意事項，以及種黃豆的好處。
- 短片「醬油」內容介紹製作醬油的過程。受訪者黃先生指出製作醬油要先煮熟黃豆，然後冷卻黃豆，再加入麴粉等工序。黃先生表示抽走醬油後，剩餘的豆渣也可以用來做調味醬料。他進一步指出傳統的製作方法十分環保，而且能保留醬油的風味。

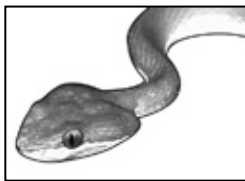
學生能明白視聽資訊中簡單的信息

- 學生能根據題目，找出短片的視像信息。在「香港的蛇」中，學生能辨識青竹蛇的模樣（3CAV1 第 2 題）和「橫紋後稜蛇」的樣子（3CAV2 第 4 題）。在「黃豆」中，學生能夠從多四張圖片中，辨識根瘤菌的模樣（3CAV1 第 11 題）。在「醬油」中，學生能辨識符合短片中製作醬油的情景（3CAV2 第 8 題）。

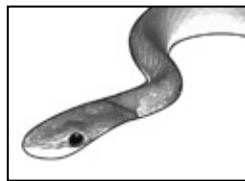
2. 根據短片內容，下列哪一幅圖是青竹蛇？



A



B



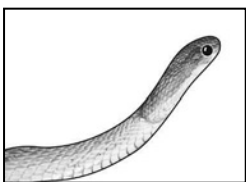
C



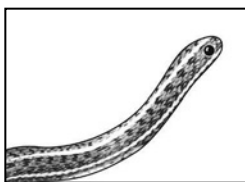
D

3CAV1 第 2 題答案：「B」

4. 下列哪一幅圖是「橫紋後稜蛇」的樣子？



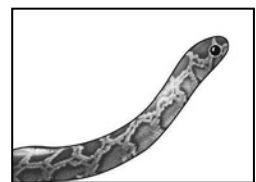
A



B



C



D

3CAV2 第 4 題 答案：「C」

11. 下列哪一幅圖是根瘤菌？



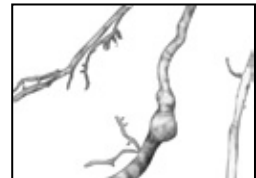
A



B



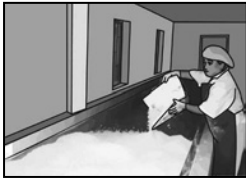
C



D

3CAV1 第 11 題答案：「D」

8. 下列哪一幅圖符合短片中製作醬油的情景？



A



B



C



D

3CAV2 第 8 題答案：「A」

- 學生能明白視聽資訊中簡單的信息，從短片內容找出正確答案。在「香港的蛇」，學生知道漁農自然護理署職員會紀錄蛇的「品種和出沒地點」(3CAV1 第 1 題 / 3CAV2 第 1 題)，也掌握漁農自然護理署職員在夜間工作的原因是因為「大部分蛇在夜間活動」(3CAV1 第 3 題 / 3CAV2 第 3 題)。學生在「黃豆」中，能根據主持的介紹，找出黃豆的原產地是「中國」(3CAV1 第 8 題)，也掌握大豆以「皮的顏色」作分類 (3CAV1 第 7 題)。在「醬油」中，學生能理解短片內容，知道抽走醬油後，剩餘的豆渣可以用來做「調味醬料」(3CAV2 第 10 題)，而且掌握「落缸」後，要加入「鹽水」來製作醬油 (3CAV2 第 9 題)。
- 學生大致能理解短片主要信息。在「香港的蛇」中，學生大致能掌握短片主要「介紹香港的蛇的品種、特點和生活情況」(3CAV1 第 6 題 / 3CAV2 第 6 題)。此外，在「黃豆」中，學生明白短片主要信息是「介紹黃豆和它的種植方法」(3CAV1 第 12 題)。

2018 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，從〈蝸牛〉找出「他欣賞蝸牛靠自己的力量生活」是符合對哥哥的描述（3CR3 第 18 題）。學生也能從第四段理解「她認為蝸牛的生活很辛苦」是妹妹對蝸牛的看法（3CR1 第 19 題）。

18. 下列哪一項符合對哥哥的描述？

- ☐ A. 他很想成為蝸牛專家。
☐ B. 他希望妹妹改善壞脾氣。
☐ C. 他表示蝸牛背負硬殼，很可憐。
☐ D. 他欣賞蝸牛能靠自己的力量生活。

3CR3 第 18 題 答案：「D」

19. 根據第四段，妹妹對蝸牛有什麼看法？

- ☐ A. 她稱讚蝸牛勇敢。
☐ B. 她鼓勵哥哥飼養蝸牛。
☐ C. 她認為蝸牛的生活很辛苦。
☐ D. 她相信飼養蝸牛能改善人的脾氣。

3CR1 第 19 題 答案：「C」

- 表現良好的學生能根據海報內容，理解各項重點，包括設立玩具圖書室的目的（3CR2 第 15 題/3CR4 第 15 題），也能辨識海報的主要信息（3CR2 第 20 題/3CR4 第 20 題）。

15. 設立玩具圖書室的目的是什麼？

- ☐ A. 鼓勵家長購買玩具。
☐ B. 訓練幼兒攀爬能力。
☐ C. 培養兒童閱讀興趣。
☐ D. 增進家長和子女的感情。

3CR2 第 15 題 / 3CR4 第 15 題
 答案：「D」

20. 這張海報主要的信息是

- ☐ A. 教導兒童設計不同的玩具。
☐ B. 描述幼兒遊戲區設備完善。
☐ C. 介紹玩具圖書室的資料和使用方法。
☐ D. 指出開心圖書館很受家長和兒童歡迎。

3CR2 第 20 題 / 3CR4 第 20 題
 答案：「C」

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，相關內容或資料齊備，格式完整。
- 表現良好的學生能按照題目要求，寫出主要信息。在分卷一，學生能扼要寫出邀約目的。在分卷二，學生能清晰告訴對方「我」當選班長。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 學校將舉行「科技遊戲日」，我知道你很喜欢新的科技，所以便邀請你。	能寫出邀約目的。

基本能力	學生寫作表現	備註
能寫賀卡、邀請卡、簡單書信	3CW2 親愛的表姐： 你好嗎？很久沒見了，你的生活怎樣？過得好嗎？ 我有一個好消息要告訴你聽，就是老師選了我當班長。	能清晰寫出發信的目的。

- 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，交代活動資料，又或寫出當班長的感受。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 希望你能抽空出席。詳情如下： 日期：六月二十五日 時間：下午二時至四時 地點：快樂學校的小禮堂	能清晰寫出活動的資料，包括日期、時間和地點。
	3CW2 老師選了我當班長。老師給我的評語是：「待人有不禮和盡責守規。」我非常開心，同學也給我拍掌。時間不早了，就此停筆，期待你的回信。	能具體寫出「我」當班長的感受。

- 表現良好的學生能掌握格式要求。在分卷一，學生能根據題目指示，確定下款為文山，並能自擬發卡日期。在分卷二，學生能仔細閱讀題目，確定下款是天明，並使用合適的祝頌語和寫上準確的發信日期。

短文

- 內容方面，表現良好的學生能夠小心審閱題目，並選取合適的材料，加以詳細記述。這些文章具體地記述「我」過生日的經過，而且能深刻地抒發個人的感受。個別學生通過記述家人為「我」準備難忘的生日，因此「我」長大後，要好好報答父母，情感真摯。現摘錄在內容上表現良好的例子：

基本能力	學生寫作表現	備註																																																																																																																																																																										
能就熟悉的事物決定內容	3CW1 <table><tr><td></td><td></td><td>看</td><td>先</td><td>，</td><td>我</td><td>們</td><td>吃</td><td>了</td><td>一</td></tr><tr><td>些</td><td>美</td><td>味</td><td>的</td><td>食</td><td>物</td><td>，</td><td>有</td><td>:</td><td>巧</td></tr><tr><td>克</td><td>力</td><td>、</td><td>三</td><td>文</td><td>治</td><td>、</td><td>水</td><td>果</td><td>...</td></tr><tr><td>...</td><td>我</td><td>們</td><td>都</td><td>大</td><td>口</td><td>大</td><td>口</td><td>地</td><td>吃</td></tr><tr><td>着</td><td>，</td><td>我</td><td>們</td><td>真</td><td>像</td><td>「</td><td>為</td><td>食</td><td>貓</td></tr><tr><td>」</td><td>呢</td><td>！</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td></td><td></td><td>然</td><td>後</td><td>，</td><td>我</td><td>們</td><td>玩</td><td>了</td><td>一</td></tr><tr><td>些</td><td>遊</td><td>戲</td><td>。</td><td>有</td><td>:</td><td>猜</td><td>迷</td><td>語</td><td>、</td></tr><tr><td>大</td><td>風</td><td>吹</td><td>、</td><td>打</td><td>球</td><td>...</td><td>...</td><td>在</td><td>猜</td></tr><tr><td>迷</td><td>語</td><td>的</td><td>時</td><td>候</td><td>，</td><td>家</td><td>長</td><td>問</td><td>了</td></tr><tr><td>一</td><td>些</td><td>困</td><td>難</td><td>的</td><td>迷</td><td>語</td><td>。</td><td>我</td><td>答</td></tr><tr><td>對</td><td>了</td><td>十</td><td>個</td><td>迷</td><td>語</td><td>。</td><td>所</td><td>有</td><td>人</td></tr><tr><td>都</td><td>玩</td><td>得</td><td>樂</td><td>在</td><td>其</td><td>中</td><td>。</td><td></td><td></td></tr><tr><td></td><td></td><td>最</td><td>後</td><td>，</td><td>朋</td><td>友</td><td>送</td><td>了</td><td>一</td></tr><tr><td>些</td><td>禮</td><td>物</td><td>給</td><td>我</td><td>。</td><td>有</td><td>:</td><td>洋</td><td>娃</td></tr><tr><td>娃</td><td>、</td><td>文</td><td>具</td><td>、</td><td>手</td><td>錶</td><td>...</td><td>...</td><td>我</td></tr><tr><td>感</td><td>到</td><td>心</td><td>花</td><td>怒</td><td>火</td><td>。</td><td></td><td></td><td></td></tr></table>			看	先	，	我	們	吃	了	一	些	美	味	的	食	物	，	有	:	巧	克	力	、	三	文	治	、	水	果	我	們	都	大	口	大	口	地	吃	着	，	我	們	真	像	「	為	食	貓	」	呢	！										然	後	，	我	們	玩	了	一	些	遊	戲	。	有	:	猜	迷	語	、	大	風	吹	、	打	球	在	猜	迷	語	的	時	候	，	家	長	問	了	一	些	困	難	的	迷	語	。	我	答	對	了	十	個	迷	語	。	所	有	人	都	玩	得	樂	在	其	中	。					最	後	，	朋	友	送	了	一	些	禮	物	給	我	。	有	:	洋	娃	娃	、	文	具	、	手	錶	我	感	到	心	花	怒	火	。				從吃美食、玩遊戲、送禮物三方面，記述過生日的經過，內容詳盡、豐富。
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回	到	家	裏	就	把	相	片	貼	在																																																																																																																																																																			
家	裏	。	父	母	為																																																																																																																																																																							
		今	天	真	是	一	個	難	忘																																																																																																																																																																			
的	日	子	，	將	來	，	我	要	好																																																																																																																																																																			
好	報	答	父	母	。																																																																																																																																																																							

- 表現良好的學生能按內容重點適當地分段，條理清晰。學生懂得抓緊一、兩個關鍵要點，加以鋪排、記述，並能把焦點放在「我」過生日的經過和感受上，詳略得宜。
- 表現良好的學生能運用不同的日常用語寫作，用詞比較豐富，如「報答」、「興奮萬分」、「樂在其中」等。表現良好的學生文句比較通順、流暢，且能靈活運用不同的句式和修辭手法，使文章變得更為生動、活潑，例如學生會寫「我們都大口大口地吃着，我們真像『為食貓』呢」，以突出過生日的歡樂情景。
- 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

- 表現良好的學生能注意話語內容細節，掌握符合「哈樂星學習團」的描述，是「必須乘坐太空船前往目的地」，而不是「每年舉辦一次」、「目的地接近地球」和「與地球太空總署合辦」(3CL1 第2題)。

2. 哪一項符合「哈樂星學習團」的描述？

學習團

- ☐ A. 每年舉辦一次。
- ☐ B. 目的地接近地球。
- ☐ C. 與地球太空總署合辦。
- ☐ D. 必須乘坐太空船前往目的地。

3CR1 第2題 答案：「D」

說話範疇

看圖說故事

- 表現良好的學生能根據四幅圖畫的內容，有條理地講述一個完整的故事。學生在講述故事時，嘗試運用「有一天」、「首先」、「接着」、「結果」等用語，令條理更加清晰。
- 學生在講故事時能適當運用日常生活詞語，如「寒冷」、「冷得發抖」、「關心」、「提醒」等。部分表現良好的學生，在講述故事時能發揮想像力，例如插入對話，使內容更豐富。如在「着涼」(3CSP02)一題中，學生先講述在一個寒冷的早上，有一個男孩不聽媽媽的勸告，只穿着單薄的衣服外出玩耍。當男孩到達公園後，發現其他人都穿得厚厚的，有些長者還戴上手套和圍巾，只有他一個冷得發抖，還不停打噴嚏。當他回到家中，感到十分不適，原來他因為着涼而發燒。最後媽媽帶他去看醫生，醫生叮囑他必須好好休息，遇上寒冷天氣必須穿着足夠的保暖衣物。學生最後還能抒發「父母對子女的愛是無微不至」的感受。



3CSP02 「着涼」

- 表現良好的學生在講述故事時，能代入其中的角色，使故事的表達更為生動。在「不可餵食」(3CSP05)一題中，學生設定自己(「我」)是圖畫中沒有留心聆聽老師說話的那位男孩。故事先講述老師帶同學生，乘坐旅遊巴士前往動物園參觀。到達動物園後，老師和職員向眾人講解注意事項，但「我」和另一位同學只顧談天和玩耍，沒有留心聆聽。後來，「我」和同學把香蕉拋向籠中，想餵飼猴子，結果給職員阻止和被老師責備。學生能帶出故事的道理，抒發個人感受。



小組交談

- 表現良好的學生能因應話題和組員展開交談，主動發言，回應別人意見。他們能舉出例子，使交談內容更為生動及充實。
- 詞語運用方面，表現良好的學生能運用日常生活詞語和別人交談，表達意見。部分表現良好的學生用詞恰當，意思清晰，偶爾能運用四字詞語、熟語和成語，表現令人欣喜。

視聽資訊評估

- 表現良好的學生能理解短片內容細節。在短片「香港的蛇」，學生能仔細觀看短片和聆聽話語內容細節，從「蛇蛻」可以知道關於蛇的「品種」(3CAV1 第5題)。在短片「黃豆」，學生也能注意畫面信息和聆聽話語內容，分辨毛豆和黃豆的特徵，找出毛豆曬乾後是「呈圓形和黃色」這個信息(3CAV1 第9題)。

5. 從「蛇蛻」可以知道蛇的哪一項資料？

- ☐ A. 年齡。
- ☐ B. 性別。
- ☐ C. 品種。
- ☐ D. 健康狀況。

3CAV1 第5題 答案：「C」

9. 毛豆曬乾後是怎樣的？

- ☐ A. 呈圓形和黃色。
- ☐ B. 呈圓形和綠色。
- ☐ C. 呈橢圓形和黃色。
- ☐ D. 呈橢圓形和綠色。

3CAV1 第9題 答案：「A」

表現良好的小三學生寫作示例——實用文

3CW1

請根據題目寫邀請卡。

學校將舉行「科技遊戲日」。你是文山，請寫一張邀請卡，邀請表哥和你一起參加這個活動。(提示：部分格式已經提供)

親愛的表哥：

您是我的好表哥，所以我想邀請您一起

參加「科技遊戲日」，詳情如下：

日期：十月六日(星期日)

時間：上午十一時至下午三時

地點：開心小學

當天會有抽獎活動、做手工、有些遊戲玩……希望你能來參加。

請在九月三十日前回覆我。

文山上

九月二十五日

能寫出邀約目的

資料齊備

格式完整

表現良好的小三學生寫作示例——實用文

3CW2

請根據題目寫書信。

你是天明，老師選了你當班長。請寫一封**簡單的書信**，把這個消息告訴表姐，並寫出你當班長的感受。(提示：部分格式已經提供)

親愛的表姐：

你好嗎？很久沒有見面了，你在上水的居住環境好嗎？

表姐，昨天老師選了我做班長，我十分高興！回家後，我告訴了這個好消息給媽媽、爸爸。他們為了獎勵我，便帶我去吃日本餐。

祝

學業進步

天明上

九月三十日

能寫出主要信息

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

生日時，有些人跟家人慶祝，有些人和同學一起度過。請寫一篇文章，記述一次你過生日的經過和感受。（字數不限）

1 今天是我的生日。
 爸媽邀請了我的朋友，
 同學和祖父母到我
 家。
 2 他們分工合作，準備我的生日。媽媽做蛋糕，爸爸買禮物……我回到家，齊聲說：「生日快樂！」我滿臉笑容，回答說：「謝謝大家呀！」
 3 然後，大家一起切蛋糕，唱生日歌，我們還唱了三個語呢！
 4 貪吃的哥哥一口氣吃了五塊蛋糕，肚子變得又大又圓，像一個大西瓜呢！大家都取笑他是貪吃豬。
 5 我感到十分開心，有那麼多人和我慶祝，真心滿意足！

內容 □：

切題，能根據題目要求寫作。記述「我」過生日的經過，文中先交代父母為了「我」的生日，邀請了朋友、同學和祖父母來慶祝。家人分工合作，為「我」準備生日，大家送上禮物和祝福。「我」則感謝大家的關愛，並一起切蛋糕和唱生日歌。文中更具體記述哥哥貪吃蛋糕的可愛情形，最後表達「我」過生日的感受，內容充實。各段內容重點如下：

① 點題

② 家人為「我」準備生日會

③ 大家為「我」唱生日歌

④ 記述哥哥趣怪的模樣

⑤ 抒發個人感受

結構：

各段內容重點明確，條理清晰。全文先由「今天是我的生日」點題，然後由家人「分工合作，準備我的生日」，並以對話形式答謝家人的祝賀。第三段重點記述家人、朋友為「我」慶祝生日的經過，第四段則重點記述哥哥是「貪吃豬」的趣怪模樣，從而突出生日會上溫馨、歡樂的氣氛，最後以「我十分開心」「心滿意足」作結。

文句 ———：

文句大致通順，並能運用比喻，突顯哥哥吃蛋糕後肚子的樣子。

詞語運用 ~~~~~：

用詞豐富，如「邀請」、「分工合作」、「準備」、「齊聲」、「滿臉笑容」、「貪吃」、「一口氣」、「慶祝」、「心滿意足」。

錯別字：

偶有錯別字，如切（切）、了（子）。

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

你會怎樣過生日？跟家人慶祝？和朋友一起歡度生日？請寫一篇文章，記述一次你過生日的經過和感受。（字數不限）

1 每到生日時，爸媽
都會送禮物給我，妹妹
和弟弟就會送生日卡給
我。

2 上年，我在家中舉
行了生日會，我邀請了
我的家人和朋友來到我
裏慶祝。

3 首先，我們玩了遊
戲機，玩了一會兒，我
們就吃小很多小食，有
薯片、巧克力……

4 接着，我們玩了傳
球遊戲，最後，我就券
出了！我很開心！

5 然後，我們就分割
了蛋糕，我們都吃得津
津有味！

6 最後，我們依依不
捨地離開，但是我說
「不要回家吧，你們
要拍照留念！我還要送
出紀念品！」然後，我
們就照留念了，我還送
出了心愛的紀念品。

這個生日會令我印象深
刻，因為我可以和家人
和朋友一起過美麗的時
光！

內容 □：

切題，能根據題目要求寫作，詳細記述「我」過生日的經過。文中先簡述每年生日「我」均會收到家人的禮物，然後重點記述「上年」生日的經過。文中先交代「我」在家中舉行生日會，並邀請家人和朋友一起慶祝，繼而從吃小食、玩遊戲、吃蛋糕三方面，記述過生日的情形。文末則請大家一起拍照、送紀念品給親友，並抒發個人的感受，內容充實。各段內容重點如下：

- ① 概述「我」生日時會收到的禮物。
- ② 簡述上年「我」舉行生日會的地點。
- ③ — ⑤ 記述生日會的活動經過。
- ⑥ 交代大家拍照留念的情形，並抒發個人感受。

結構 — — — —：

各段內容重點明確，條理清晰。全文先由「每到生日時」作為引子，帶出主題，然後重點記述「上年」「我」過生日的經過和感受。文中以「首先」、「接着」、「然後」、「最後」來連繫各段，每段的內容重點清晰，並以「一起過美麗的時光」作結。

文句：

文句大致清晰。

詞語運用 ~~~~~：

能運用書面字詞寫作，用詞豐富，如「舉行」、「邀請」、「津津有味」、「依依不捨」、「離開」、「留念」、「心愛」等。

錯別字：

偶有錯別字，如慶（慶）、小（了）、券（勝）、離（離）、留（留）。

標點符號：

能正確運用標點符號。

2016 年至 2018 年中文科小三學生表現一覽表

- 在 2018 年全港性系統評估中，達到基本能力水平的學生佔 86.7 %。

表 6.9 2016 年至 2018 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
2016	85.8
2017	86.3
2018	86.7

- 根據 2016 年至 2018 年小三學生的評估數據，彙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 2016 年至 2018 年中文科小三學生表現一覽表

年份 閱讀	2016	2017	2018	備註
強項	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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」、「大致「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。 	<ul style="list-style-type: none"> 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」和「能理解簡單的實用文」。學生在閱讀範疇中表現理想。 	<ul style="list-style-type: none"> 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。
弱項	<ul style="list-style-type: none"> 個別學生未能按特定範圍尋找合適詞語。 	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 個別學生在「能概略理解篇章中簡淺的順敘/倒敘事件」，仍有進步空間。 	

年份 寫作	2016	2017	2018	備註
強項	<ul style="list-style-type: none"> 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。 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。 	<ul style="list-style-type: none"> 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。 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。 學生在詞語運用和文句方面，表現略有進步。 	<ul style="list-style-type: none"> 大部分學生能寫邀請卡，或簡單的書信，並取得三等成績。 學生大致能寫一篇切題的文章，大致能按內容重點分段，而且文句大致通順，用詞大致清晰。 	<ul style="list-style-type: none"> 自2016年起，實用文提供部分格式，短文由850方格減至400方格。 實用文評審標準則由四等改為三等。 短文的「內容」和「結構」由五等改為四等，其他評審標準則維持不變。
弱項	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 個別學生未能仔細審題，因而使文章「離題」或「不切題」。此外，個別學生一段到底，宜多加注意。 	

年份 聆聽	2016	2017	2018	備註
強項	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 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「能概略理解語段的銜接關係」，表現理想。 	<ul style="list-style-type: none"> 學生能專注聆聽，回答大部分問題。學生在「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「能概略理解語段的銜接關係」，表現持續理想。 	<ul style="list-style-type: none"> 學生在聆聽範疇表現不俗。
弱項	<ul style="list-style-type: none"> 部分學生未能注意話語細節，受個別信息干擾。 	<ul style="list-style-type: none"> 個別學生受局部信息干擾，未能整清話語要點。 	<ul style="list-style-type: none"> 個別學生受局部信息影響，未能注意話語內容細節。 	

年份 視聽 資訊	2016	2017	2018	備註
強項	<ul style="list-style-type: none"> 大部分學生能從短片中找出正確的視像信息。 大部分學生能複述短片中的內容。 	<ul style="list-style-type: none"> 大部分學生能明白視聽資訊的內容，並回答問題。 	<ul style="list-style-type: none"> 大部分學生「能明白視聽資訊中簡單的信息」，能理解短片內容，回答大部分問題。 	<ul style="list-style-type: none"> 學生在評估時宜把握閱卷時間，仔細閱覽題目。
弱項	<ul style="list-style-type: none"> 部分學生受局部信息干擾，未能找出短片的主要信息。 	<ul style="list-style-type: none"> 部分學生受局部信息干擾，未能找出內容細節。 	<ul style="list-style-type: none"> 小部分學生受局部信息影響，未能注意短片內容細節。 	

年份 說語 強項	2016	2017	2018	備註
	<ul style="list-style-type: none"> 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。 大部分學生能運用日常生活的情緒講述故事。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。 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。 	<ul style="list-style-type: none"> 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。 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。 大部分同學能掌握所學字詞的正確發音，聲音響亮。 	<ul style="list-style-type: none"> 看圖說故事方面，學生能連繫四幅圖畫，順序講述一個完整的故事。 大部分學生能運用日常生活的情緒講述故事，意思大致清晰。 學生在吐字發音和聲量方面，表現理想。 	<ul style="list-style-type: none"> 學生在「能掌握所學字詞發音」和「說話聲音響亮」兩項表現，表現持續穩定。

年份 說項	2016	2017	2018	備註
強項	<ul style="list-style-type: none"> 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。部分學生能加入自己的親身經驗，使交談內容更加豐富。 不少學生能運用日常生活詞語和組員交談，表達己見。 	<ul style="list-style-type: none"> 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。 學生能運用日常生活的詞語與組員交談，表達自己的意思。 	<ul style="list-style-type: none"> 小組交談方面，學生能根據話題指引和提示和組員展開交談，大致能作出回應。 學生能運用日常生活的詞語和組員交談，意思大致清晰。 	
弱項	<ul style="list-style-type: none"> 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。 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。 	<ul style="list-style-type: none"> 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。 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。 	<ul style="list-style-type: none"> 看圖說故事方面，小部分學生過分聚焦在某一幅圖畫，宜多加注意。 小組交談方面，小部分學生只顧自說自話，沒有回應組員的意見。 	

2018 年全港性系統評估中學三年級中文科成績

2018 年中三級學生在中文科達到基本能力水平的百分率為 76.9%。

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課程指引（小一至中三）（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。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掌握視聽資訊方面的能力。
- 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 111 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 6.11a，題數已包括各分卷的重疊題目，以便計算等值分數。

表 6.11a 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	15(15)	15(15)	--	--	23(23)
閱讀	23(23)	23(23)	23(23)	--	54(54)
寫作	2(30)	2(30)	2(30)	--	6(30)
視聽資訊	12(12)	--	--	--	12(12)
總數	52 (80)	40(68)	25(53)	--	95(119)
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 6.11b 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	23	
	9CR3	23	
寫作	9CW1	2	75 分鐘
	9CW2	2	
	9CW3	2	
聆聽	9CL1	15	約 20 分鐘
	9CL2	15	
說話*	9CSI1-9CSI8	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，包括三類閱讀材料。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 6.12 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-會議紀錄	1	5	
9CR2	語體文	2	15	
	文言文	1	4	
	實用文-書信	1	4	
9CR3	語體文	2	15	
	文言文	1	4	
	實用文-演講辭	1	4	

表 6.13 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、7、8、10、 11、12、14	1、2、3、5、 6、7、9、10、 11、12、13、 14	2、3、4、5、 6、7、9、10、 11、13、14	22*
BR3.4 能判別篇章的一般寫作方法	4、9、13	4、8、15	1、8、12、 15	7*
BR3.5 能概略理解淺易文言作品	15、16、17、 18	16、17、18、 19	16、17、18、 19	12
BR3.6 能概略理解常見的實用文	19、20、21、 22、23	20、21、22、 23	20、21、22、 23	13
題目總數				54*

*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 6.14 中三寫作評估—試卷安排

分卷編號	題目類別	題數
9CW1	實用文-啟事	1
	文章寫作	1
9CW2	實用文-通告	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。聆聽卷分為兩部分，題型為選擇題。

表 6.15 中三聆聽評估一分卷安排

分卷編號	題數	題型
9CL1	15	選擇
9CL2	15	

表 6.16 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、4、5、6、9、10、11、12、13、15	2、4、5、6、10、12、13、14、15	15*
BL3.2 能透過說話者的語氣，聽出話語的實際意思	1、8	1、8	3*
BL3.3 能概略理解話語內容的前後關係	3、7、14	3、7、9、11	5*
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、下午共四個分節進行，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 6.17 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 6.18 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

2018 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，例如有以近年吃辣之風為題的〈吃辣漫談〉、介紹荷李活道歷史及風貌的〈漫步荷李活道〉、描寫母女情的〈一根白髮〉，也有勸戒人們「言多必失」的〈慎言〉。通過這些主題各異的文章，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。以〈吃辣漫談〉為例，9CR1 第 1 題(即 9CR2 第 1 題)問「本文第①段主要想說明甚麼？」大部分學生可以根據作者在第①段寫近年香港的大街小巷出現不少標榜食辣的食肆，從而判別「嗜辣之風已蔓延至南方」是該段的內容要點。
- 此外，學生大致可以根據篇章的內容要點，推斷某些細節的含義。例如 9CR2 第 12 題(即 9CR3 第 5 題)問「作者為甚麼說『真令我慚愧得無地自容』(第 29 行)？」大部分學生能從第⑧段找到推斷的依據：作者過去從沒察覺母親為自己默默付出，直至長大後才驚覺母親一直為自己的學業操心。

學生大致能判別篇章的一般寫作手法

- 學生大致能判別常見的寫作手法。以 9CR1 第 13 題為例，題目問〈漫步荷李活道〉主要運用了哪種寫作手法，絕大部分學生能指出文章運用了步移法，按作者的行蹤，作為描寫景物先後的次序。又例如 9CR3 第 15 題，學生能判別〈慎言〉一文運用了舉例論證，論證作者的觀點。

(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《笑得好》，文章借「里中有病腳瘡者」及「醫者」的故事，說明不能諉過於人的道理。9CR2 的文言篇章選自《夢溪筆談》，文中記述弓手與小偷比武，最後弓手用計取勝的故事。9CR3 的文言篇章選自《渾然子》，通過路人誤以為農夫懶散，再帶出欲速則不達的道理。

學生大致能理解淺易的文言作品

- 學生大致能掌握文言作品的主要信息。以 9CR1 第 15 題為例，題目問「患腳瘡病的人腳痛難忍，他怎樣做？」大部分學生能理解文言作品的主要情節，指出

病人請他的家人替他在牆上鑿洞，讓他把腳伸進鄰居的家。

- 學生大致能理解文言作品的主要情節。以《渾然子》9CR3 第 17 題為例，問「農夫面對路人的指責，他怎樣做？」大部分學生能理解農夫立即請路人示範耕種的方法。

(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，在獲取相關資料、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，包括會議紀錄（9CR1）、書信（9CR2）和演講辭（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。如 9CR1 第 22 題學生能理解會議紀錄「討論事項」，判別社會服務團幹事陳小明反對增加義工訓練營名額的原因。
- 又例如 9CR2 第 22 題問「根據本文內容，要訂購以下哪些圖書才能免費取得『科學實驗工具』？」學生能根據出版社發給學校的書信內容，找出要購買訂閱表格所列兩本或以上圖書，而其中一本為《科學小實驗》，才能獲贈「科學實驗工具」。

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，分別是啟事（9CW1）、通告（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報告，而啟事的整體表現較佳。

學生大致掌握實用文的寫作要求

- 在三道題目中，以啟事表現較佳。題目要求學生根據題目的資料，以愉快中學學生會主席陳立言的名義撰寫一則啟事。題目附上兩則資料——陳立言與李校長的對話及李校長記事簿的其中一頁，指出徵求照片的原因及對照片的要求，並且提示學生撰寫的方向。在格式方面，學生大多能以正確的格式寫標題、職銜及日期，並在適當的位置上寫上署名，只有部分學生能以簡潔的文字，如「啟事」、「徵求啟事」作為文章的標題。在內容方面，學生一般能根據題目的要求撰文，惟所寫內容仍有缺漏，例如部分學生在文中雖然有交代徵求照片的要求和查詢方法，卻未能清楚說明徵求照片的原因。
- 本年較少學生能運用恰當的實用文格式撰寫通告。題目要求學生以愉快中學體育學會主席陳立言的身分撰寫一則通告，通知同學網球訓練班的詳情。在格式方面，學生大多能以「通告」、「第三屆網球訓練班通告」作為標題，但較多學生未能以「特此通告」或「[以]上通告」作為結束語。個別學生更誤用書信常見的「此致 XXX」作為通告的結束語。在內容方面，大部分學生能根據題目的要

求交代網球訓練班舉辦的日期、時間等資料，惟部分學生遺漏了舉辦網球訓練班的目的及報名方法。

- 大部分學生能運用恰當的實用文格式撰寫報告。題目要求學生以愉快中學閱讀大使陳立言的名義撰寫一份有關該校初中學生閱讀習慣的調查報告。題目附有問卷調查結果及同學在校內網上留言區發表的意見，作為學生報告調查結果及改善校內閱讀風氣的建議的參考資料。學生大抵能以正確的格式寫上款、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，例如誤將「調查結果」寫作「調查建議」。學生大抵能運用調查報告相關的資料，惟部分學生交代數字的方式不一致，如時而運用「百分比」，時而以「人數」闡述調查結果，令讀者難以掌握確實的數字。大部分學生能依據題目的提示，就改善校內閱讀風氣提出建議。

(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：「原來_____一直在我的身邊」(9CW1)、「下課鈴聲響起後……」(9CW2)及「放大鏡」(9CW3)。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，而 9CW2 和 9CW3 為話題寫作，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，或記述自己和他人的經歷，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

- 大部分學生能按題目訂定的主題或話題寫作。內容大致切題、結構簡單、文筆平實。
- 9CW1「原來_____一直在我的身邊」一題，屬半開放式的題目，在三道題目中表現較佳。大部分學生通過不同的事件，道出父母、朋友或老師，原來一直在「我」的身邊，默默支持自己，但未有清楚闡明「我」如何發現親友、師長對自己的關愛，以致難以突出「我」對親友、師長的感激。
- 9CW2「下課鈴聲響起後……」一題，表現尚可。大部分學生尚能圍繞題目，撰寫大致切合題目要求的文章。學生的取材大多來自校園生活，有的學生記述下課鈴聲響起後的所見所聞，並抒發個人的感受。部分學生運用描寫手法，刻畫同學在小息或放學後的活動，然後寫出個人的愛憎。個別學生藉「下課鈴聲響起」，對比上課及課後的生活，反思學習的真諦，認為學習並不限於教室，課後的生活才是學習的泉源。縱然他們的文字沙石較多，然而取材用心，值得嘉許。總括而言，大部分學生大致能圍繞主題寫作，然而不少的作品取材與「下課鈴聲響起後」的關連不大，以致未能取得更佳表現。
- 9CW3「放大鏡」一題，學生的表現平平。大部分學生說明放大鏡的外形、功能，或以放大鏡帶出家人的往事，從而抒發自己對家人的感情。然而，學生對放大鏡的認識不多，個別學生更將放大鏡、顯微鏡、望遠鏡混為一談。少數學生把放大鏡比作良師、益友或家人，認為他們能「放大」自己的優點或缺點，立意新穎，可惜論點闡釋不清，令讀者難以理解。

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。運用記敘手法的學生，大部分能交代事情發生的始末，並藉此抒發個人感受。然而大部分的作品結構較單一，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和句號。個別學生只懂運用逗號及句號，未有按文意使用其他的標點符號。
- 部分學生字體較潦草，難以辨識。

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。聆聽評估設兩張分卷，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。聆聽資料取材自生活，以家人之間的交談、教師與學生的討論，講述科技發展為人類帶來的方便，但與此同時它也為社會帶來不少衝擊。

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 6 題（即 9CL2 第 6 題），大部分學生能按照偉明的說話內容，從選項中選出符合偉明母親的描述。
- 此外，大部分學生能從不同說話者的話語，理解他們說話的重點。9CL1 第 11 至 13 題問外公、小清和媽媽對個人資料外洩問題的看法。以 9CL1 第 13 題為例，大部分學生能根據三人的話語，辨別出「媽媽認為自己已經採用不同的防範措施，防止個人資料外洩」是正確的陳述。

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 8 題及 9CL2 第 8 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。
- 大部分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。本年以 9CL1 第 1 題（即 9CL2 第 1 題）的表現較佳，題目問「根據話語節錄，小清這樣說主要想表達甚麼意思？」大部分學生能根據小清的語氣，選出「嘲諷偉明藉詞推搪學習」這個正確答案。

學生大致能概略理解說話內容的前後關係

- 學生大致能概略理解話語內容的前後關係，如 9CL1 第 7 題（即 9CL2 第 7 題）問「張老師提及『電腦程式編寫』課程，主要想說明甚麼？」學生必須聆

聽和理解張老師話語的涵義，才能掌握話語內容的前後關係。大部分學生能理解張老師提及「電腦程式編寫」課程，是想說明任何人都要不斷學習。

視聽資訊評估

- 視聽資訊評估旨在評估學生在掌握視聽資訊方面的能力。本年短片以香港報業為題，回顧報業的發展，並通過業界及學者訪問的內容，探討報業未來營運的方向。

學生大致能識別視聽資訊中的內容重點

- 大部分學生大致能識別短片的內容重點。例如第 8 題問傳媒人士盧永雄認為怎樣才能做好網媒，大部分學生能根據受訪者的話語內容，判別盧永雄認為網媒要切合網民的要求和習慣。
- 另外，大部分學生大致能細心聆聽短片的內容，並根據短片所附的圖表，辨別正確的答案。如第 5 題「根據圖二顯示，以下哪一項描述符合在 2013 及 2014 年廣告費用的分布？」大部分學生能根據畫面展示的棒型圖，指出 2014 年網上平台的廣告費比 2013 年為高。

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，以愉快中學學生會主席陳立言的名義，於 2018 年 6 月 15 日撰寫一則啟事。(字數不限)

資料一：校慶籌備委員會成員在會議上的對話節錄

- 李校長：立言，《五十周年校慶特刊》上介紹學生會歷史的文章，寫好了沒有？
- 陳立言：文稿已寫好，但我們仍在收集能凸顯學生會發展的照片。
- 李校長：近二十年學生會選舉及舉辦活動的照片，校務處都有存檔，但要找早期的照片的確不容易。你有沒有想過在《香城地區報》及本校網頁刊登啟事，向校友徵求照片？
- 陳立言：對！刊登徵求啟事也是好辦法。我會在啟事中交代收集照片的原因及要求。
- 李校長：記得提醒校友，照片必須在 1998 年或之前拍攝，還要寫收集方法！

資料二：李校長的記事簿

5 月 18 日星期五

《五十周年校慶特刊》徵求照片

- 在《香城地區報》及本校網頁刊登。
- 收集方法：2018 年 7 月 3 日至 8 月 3 日將照片交到本校校務處。
- 查詢：立言 (手提電話：4321 8888)。

2a	愉快中學《五十周年校慶特刊》
	徵求照片啟事
1a	愉快中學即將踏入五十周年校慶，因此本校為紀念五十周年校慶，特意出版《五十周年校慶特刊》。在此特刊上，有介紹學生會歷史的部分，因此，本校望向各位校友收集及
1b	徵求學生會早期的照片，詳情如下：
1c	- 收集方法：將照片交到本校校務處
	- 收集期限：二零一八年七月三日至八月三日
	如有任何疑問，歡迎致電學生會主席陳立言（四三二一八八八八）。如能協助提供照片，本校感激不盡！
2b	祝 台安
	愉快中學學生會主席
	陳立言 謹啟
2e	二零一八年六月十五日

說明

- 在內容方面，學生大致能點明徵求照片的原因 [1a]，並指出收集方法等資料 [1c]，然而未有清楚指出照片必須在 1998 年或之前拍攝及照片能凸顯學生會的發展 [1b]。
- 格式完整，包括標題 [2a]、職銜 [2c]、署名 [2d] 和發文日期 [2e]。可惜本文的標題冗贅 [2a]，而且誤加祝頌語 [2b]，可見學生未能完全掌握啟事的格式。
- 行文用語尚可，但偶有錯別字，如「謹」誤作「謹」。

達到基本能力水平的中三學生寫作示例——實用文

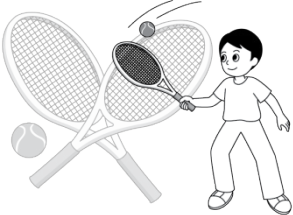
9CW2 根據以下資料，以愉快中學體育學會主席陳立言的名義，於2018年6月15日撰寫一則通告，向同學介紹有關活動的詳情。(字數不限)

資料一：體育學會主席陳立言和同學李一山的對話紀錄

- 陳立言：一山，看這宣傳單張(見資料二)！新一屆的「網球訓練班」快要舉辦。
- 李一山：這活動真的很吸引！何時可以報名？
- 陳立言：報名日期由6月25至29日。報名表將於下周由各班班主任派發。你填妥報名表後，記得要儘快交給體育科黃志偉老師。因為今年名額有限，會以先到先得的形式報名。
- 李一山：你能再說一次報名方法嗎？
- 陳立言：活動的詳情，包括活動目的、舉辦日期、報名方法等資料，可以參閱張貼在本校布告欄的通告。

資料二：網球訓練班宣傳單張

愉快中學第三屆網球訓練班



- 為同學提供基本的網球訓練
- 活動時間：2018年7月16日至20日上午9:00至11:00
- 活動地點：香城網球場

活動詳情，請參閱張貼在本校布告欄的通告。

學費：
只需 \$300

名額 20 個，請從速報名！

		3a	第三屆網球訓練班通告
2a	1a	本校將舉辦新一屆的「網球訓練班」，為同學	
		提供基本的網球訓練，活動詳情如下：	
2b	1b	報名日期：六月二十五日至六月二十九日	
		(報名表將於下周由各班班主任	
		派發)	
		活動日期：二零一八年七月十六日至二十	
		日上午九時至十一時正	
		活動地點：香城網球場	
		名額：二十名，以先到先得形式報名	
1c		報名方法：交給體育科黃志偉老師	
		費用：三百元正	
3b		欠結束語	3c 體育學會主席
			3d 陳立言謹啟
3e		二零一八年六月十五日	

說明

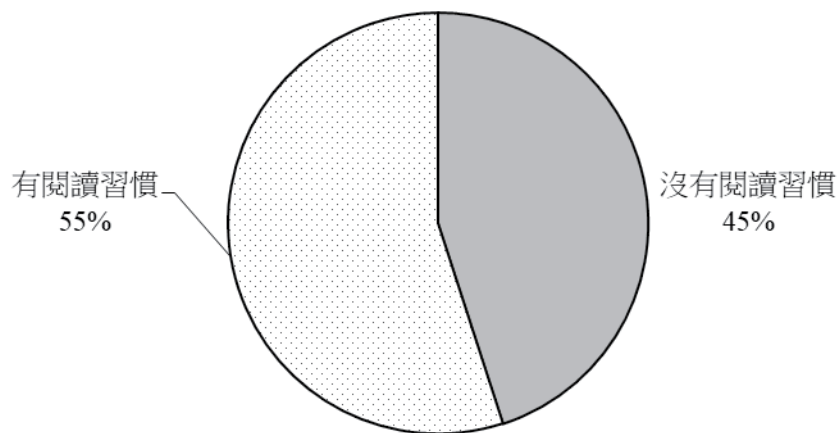
- 在內容方面，學生能根據題目的要求，指出舉辦第三屆網球訓練班的目的 1a，並清楚寫出訓練班舉辦的日期、地點、報名日期等資料 1b。文中雖然指出報名的方法，但表述欠清晰，未有清楚指出要把報名表交給體育科黃志偉老師 1c。
- 本文層次尚可，先交代撰寫通告的原因 2a，然後列寫與訓練班相關的資料 2b。
- 學生已大致掌握通告的格式，學生能寫上正確的標題 3a、職銜 3c、署名 3d 及日期 3e，可惜文末未有寫上「特此通告」或「[以]上通告」作為結束語 3b。

達到基本能力水平的中三學生寫作示例——實用文

- 9CW3 根據以下資料，以愉快中學閱讀大使陳立言的名義，撰寫一份有關該校初中學生閱讀習慣的調查報告，並於 2018 年 6 月 15 日或之前呈交李一山校長。報告內容須包括**調查結果**及**兩項推動校內閱讀風氣的建議**。(字數不限)

資料一：問卷調查結果

1. 你有閱讀習慣嗎？



2. 最近一個月，你閱讀了多少本課外書籍？

0-2 本	80 人
3-4 本	15 人
5 本或以上	5 人

3. 你喜歡閱讀哪一類書籍？

文學	25 人
心靈健康	20 人
消閒趣味	48 人
文化/藝術	7 人

資料二：陳立言與同學在學校網上討論區的留言

5 月 25 日下午 8:50 • • 讚好 • • 回覆



立言

我正在寫一份關於本校初中學生閱讀習慣的調查報告，大家有沒有推動校內閱讀風氣的好方法？

5 月 25 日下午 8:51 • • 讚好 • • 回覆



小敏

部分同學還未養成閱讀習慣，要他們主動到圖書館借書不容易。噢！同學不是都愛上網嗎？閱讀大使為甚麼不在早會向同學介紹網上閱讀平台？

5 月 25 日下午 8:53 • • 讚好 • • 回覆



靜婷

大部分同學閱讀的目的只為消閒，他們主要閱讀漫畫及旅遊書。我認為要向同學推介不同類型的書籍。學校可以……

3a

李校長 :

3b

愉快中學學生閱讀習慣調查報告

甲、前言

為了解初中學生的閱讀習慣及喜好，本校於本年5月1日至25日以問卷方式，成功訪問100名在本校就讀的初中學生。

3c

2a

乙、調查結果

1a

1b

受訪學生中，有55%有閱讀習慣，其餘的45%並沒有。在最近一個月，學生閱讀課外書本的數量最常為0—2本，有81人，其餘為3—4本，有15人和5本或以上，有5人。有48名學生喜歡閱讀消閒趣味的書籍，為最多，第二為文學類，有25人，最少為文化或藝術類，有7人。

3c

2b

丙、建議

1c

為推動校內讀風氣，我們建議閱讀大使在早會向同學介紹網上閱讀平台，吸引同學閱讀。另外，學校還可以透過在閱讀周設小攤位，讓閱讀大使可以以遊戲的方式來講解和推介不同類別的書籍，提升同學閱讀不同類別的書籍的興趣。

3d

愉快中學閱讀大使

3e

陳立言謹啟

3f

欠日期

說明

1

在內容方面，本文大抵能羅列調查報告的結果，惟文中把近一個月閱讀 0-2 本課外書的人數誤作「81 人」[1a]。另外，表述數字的方式偶有不一致的情況，時而以「人」作為統計單位，時而以「名」為統計單位 [1b]。在建議方面，學生能依據題目的提示，提出推動學生閱讀風氣的建議 [1c]。

2

本文能根據題目要求依次交代調查報告的結果 [2a] 及兩項建議 [2b]。

3

學生大致能掌握報告的格式，包括：上款 [3a]、小標題 [3c]、職銜 [3d]、署名 [3e]，但未有在標題寫明這份是有關「初中學生」閱讀習慣的調查 [3b]，文末亦未有寫上發文日期 [3f]。

達到基本能力水平的中三學生寫作示例——文章寫作

9CW1 試以「原來_____一直在我的身邊」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。

「原來麥老師一直在我的身邊」

2a

1a

唉！時光飛逝，轉眼間我已完成了我三年的中學生涯。我多麼懷念初初踏進校園，和還是天真的同學一起玩耍、一起遊玩的日子呢！而這三年來，原來麥老師一直在我的身邊……

1b

麥老師成為了我中一及中二的班主任和科學老師，可算是一種緣分呢！她是一位良師，每次上她的課，總是十分輕鬆的，她不但教了我們很多科學知識，而且還讓我們啟發不少人生道理。我很欣賞她的寬容，就算我忘記了帶課本，她都毫不介意，給予我無限機會。

2b

直至在中二的下學期，我和我的好朋友跟麥老師熟了起來，我們還會一起吃飯、談心事

1c

等，真的很快樂，形成了亦師亦友的關係。

2b

1b

如果我們在課堂上有不懂的科學知識，^麥老師都會用心教導我們，直至我們明白為止。

2b

1b

在我去年的生日，³我的好朋友吩咐^{老師}麥老師為我準備一個生日派對。她自己手製了很多手工藝品給我，還買了一個色彩繽紛的蛋糕，簡直令我感動極了，說一萬句感謝她的說話也表達不到我對她的謝意。

2b

1b

在中三時，她成為了我的生物老師。在課堂裏，我不但能發掘更多科學的奧秘，還令我學會了很多做實驗的技巧，真是獲益良多。當我在課堂上回答了問題，她會買小食獎勵我，令我有更多動力去學習生物科。

2b

1b

而且，她給予我很多機會表現自己，例如、早會在台上做司儀、宣佈事宜等，既增加了我的膽量，又令我擴闊視野，真的十分感謝她呢！

2c

這三年來，我和麥老師維持了這段難能可貴的亦師亦友的關係，真是十分難得！我十分慶幸一直有她在我身邊支持我、鼓勵我，希望我們這段關係能維持到我畢業以後吧！

說明

- 1 本文以「原來麥老師一直在我的身邊」為題，記述「我」與麥老師亦師亦友，感情深厚。文章先回顧初中三年的校園生活，指出麥老師原來一直在「我」的身邊 1a。文中雖然舉出與麥老師相處的片段 1b，可惜全文未有深入描寫兩人「亦師亦友」的關係 1c。
- 2 結構大致完整，分段尚恰當。全文分三個層次：第一層次點明本文的主題 2a；第二個層次記述與麥老師相處的片段，證明麥老師一直從旁支持、鼓勵 2b；第三個層次，總結全文 2c。
- 3 本文用語尚算準確，惟偶有用詞不當，如：「我的好朋友吩咐麥老師……」，「吩咐」一詞用於師長身上，並不恰當。

達到基本能力水平的中三學生寫作示例——文章寫作

9CW2 試以「下課鈴聲響起後……」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

下課鈴聲響起後，我和小琦急急忙忙衝了出去，下去小賣部買食物吃，在排隊的途中，在我前面的那位女同學突然倒下，我和小琦立刻扶她到旁邊椅子休息，而旁邊其他同學則幫我叫了老師過來。

1a

那位女同學靜坐下來休息後，便漸漸開始有點血色了。因為他剛剛倒下的時候，整塊面是蒼白的，連嘴唇也是，不過她現在可能休息過後就變好了。我和老師便開始問她：「你好點了嗎？」但她沒有回應，只是指着自己的喉嚨，用口型「喝水」說給我們聽，我們立刻把水拿來，讓她喝了再說。

1a

喝完後，她才緩緩開始說：「我其實是有低血糖的，因為今天早上沒有吃早餐，打算下課

	後	來	買	一	點	食	物	吃	，	補	充	體	力	，	誰	知	道	，	我	卻	
	撐	不	下	去	，	倒	下	了	。」	聽	她	說	完	，	我	們	理	解	了	她	
2a	倒	下	的	原	因	。	這	時	，	老	師	說	：	「	那	麼	你	記	得	吸	取
	這	次	教	訓	，	記	得	每	天	吃	早	餐	。」	那	位	女	同	學	點	了	
	點	頭	，	我	和	小	琦	見	差	不	多	要	上	課	了	，	便	扶	那	位	
	女	同	學	回	課	室	了	。	而	我	們	在	上	中	文	課	的	時	候	，	
2b	老	師	教	了	我	們	，	惻	隱	之	心	，	意	思	是	說	有	同	情	、	憐
	憫	別	人	的	心	，	而	我	和	小	琦	下	課	後	討	論	了	我	們	小	
	息	做	的	那	件	事	是	否	具	有	惻	隱	之	心	，	便	向	老	師	求	
	助	，	老	師	聽	完	後	就	說	我	們	是	具	有	惻	隱	之	心	。		
2b			通	過	這	件	事	，	我	明	白	了	惻	隱	之	心	很	重	要	，	
1b			有	人	有	困	難	的	時	候	我	們	要	幫	助	她	。				

說明

- 1 本文大致切題。全文記述「我」在「下課鈴聲響起後」目睹一名同學在小食部暈倒的經過 1a，最後帶出「我」從這件小事所領悟的道理——我們要幫助有困難的人 1b。
- 2 內容結構大致完整，然而本文取材略嫌蕪雜。例如文中記述老師借學生暈倒一事，教訓學生吃早餐的重要 2a，然而上述內容與本文的主題關連不大。後來「我」與朋友討論「惻隱之心」 2b，始引出主題。
- 3 行文尚可，用語尚算簡潔明白。

達到基本能力水平的中三學生寫作示例——文章寫作

9CW3 試以「放大鏡」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。

2a

1a

放大鏡有甚麼用呢？有些人會說是幫助閱讀的工具，有些人會說是幫助人看清物件的眼鏡，^的有些人會說是幫助人^的在野外生火的工具。

他們都沒有錯，但我認為這些都不是放大鏡的主要用途。^{1b}放大鏡能放大人歲月流去的行蹤。

2b

現今的社會已經很少人用放大鏡，也很少地方能買放大鏡。我少時候經常到外婆家玩耍。外婆每天總是拿著放大鏡看報章、書籍、信件等等。她從不放下放大鏡，並視其為寶物。我總是不解為何她^齊天拿著放大鏡。於是我便問道：「為何不放下放大鏡呢？」她便答：「放大鏡是我這生最重要的物品。沒有了放大鏡便沒有了人生中最大的樂趣。」當時的我並不明白這話的意思卻深深印在腦海裏。看見外婆

還拿著放大鏡不放，我便繼續玩耍。

2b 一年又一年過去了，我長大了，外婆老了。可是她從不放下放大鏡，總是拿在手裏。她手上的紋路深了，而放大鏡也開始變得很舊。放大鏡的手把本是銀色的，現在變成了錫色。本來透明的玻璃不再清晰。我們經常叫她把放大鏡換掉，她卻一次又一次地拒絕。她的那個答覆一直徘徊在我的耳邊，而我卻一直都想不通。

2c 1c 時間一點一滴地流走，外婆的健康也一點一滴地流走。外婆的歲月像是分給了我^走和時間。幾十年的變化萬千，唯一不變的是外婆還拿著放大鏡。時代發展很快，科技也一路地發展。放大鏡很少再出現在人的生活中。

2c 1c 一天，放大鏡竟被放在桌上。放大鏡再也沒有被^{廢也}拿起。如今，我終於明白到外婆的那句話，可惜已經太遲了。外婆的樂趣並非用放大鏡來看報章、書籍、信件等等的活動，而是...

說明

- 1 內容簡單，大致切合題目要求。學生先寫「放大鏡」的功用 **1a**，然後指出「放大鏡」能看到歲月流逝的痕跡 **1b**，接著，再寫過去外婆常用放大鏡，現在外婆年事已高，放大鏡也漸漸被其他科技產品取代 **1c**。文末嘗試通過記述外婆與「放大鏡」有關的事，寫出對歲月流逝的感受，可惜發揮一般。
 - 2 全文結構大致完整。本文先點題 **2a**，然後寫外婆珍視「放大鏡」的往事 **2b**，最後寫個人的感受 **2c**。
 - 3 行文尚算流暢，用語簡明。
- 本文偶有錯別字，如：「被」誤作「被」。

2018 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，他們大多可以根據篇章的內容要點，推斷某些細節的含義，如 9CR1 第 10 題問「為甚麼作者『眉頭不禁一皺』？(第 10 行)」表現良好的學生能從第③段找到推斷的依據：作者一心到荷李活道發思古之幽情，可惜城市發展急速，與他的預期不符。
- 表現良好的學生能根據篇章內容要點，從選項中判別篇章的主要信息。以 9CR3 第 14 題，題目問〈慎言〉的主要信息是甚麼，表現良好的學生能根據全文的內容，掌握篇章的內容要點，然後選出「慎言是一種高深的學問」這個正確答案。

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有較全面的認識，例如〈慎言〉9CR3 第 12 題問第④段在文中的作用，學生能根據篇章內容辨析該段在全文起了承上啟下的作用。

(二) 文言文

學生能理解淺易的文言作品

- 表現良好的學生不單能理解文言作品的內容大意，更能概括重點。如 9CR2 第 19 題問弓手與小偷比試，最後弓手能致勝的原因是「攻其不備」。表現良好的學生大多能根據文言故事的情節，選出正確答案。

(三) 實用文

學生能概略理解常見的實用文

- 表現良佳的學生能概略理解常見的實用文。以 9CR1 第 23 題為例，題目要求學生根據會議紀錄的內容辨別這次會議的兩項決定。表現良好的學生能根據文中「討論事項」的內容，選出正確答案。
- 又如 9CR1 第 19 題，學生能根據會議紀錄討論事項的第二點，為該節內容自訂小標題。

卷別/題號	例子	說明
9CR1 第 19 題	義工訓練營	學生能掌握其中一項討論的內容，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。
- 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，清楚表達徵求照片的原因及對照片的要求，並能清楚說明查詢的方法。
- 表現良好的學生大多能撰寫格式完備的通告，而且他們所寫的通告不單能清楚交代網球訓練班舉辦的目的等詳情，而且大部分能在文中寫明要在指定日子前把報名表交給體育科黃志偉老師。
- 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，準確地列出初中學生閱讀調查報告的數據，並因應學生的閱讀喜好及習慣提出推動閱讀風氣建議，例如邀請名人到校分享閱讀心得，藉此向同學推介不同類別的書籍。

(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，再引出自己對生活的觀感，立意不落俗套，令人欣喜。
- 9CW1「原來_____一直在我的身邊」一題，表現良好的學生往往能抓住生活的小事，引出個人的體會及感受，例如有學生寫以「原來愛一直在我的身邊」為題，寫自己一直以為母親偏愛妹妹，後來從一件小事，才驚覺母親對自己的關愛。此外，表現良好的學生對社會時事往往有較深刻的體會，如有學生以「原來幸福一直在我的身邊」為題，先寫家境清貧，生活捉襟見肘，但想到其他地區的小孩因戰亂、饑荒而流離失所，「我」終於發現自己「身在福中不知福」。

- 9CW2「下課鈴聲響起後……」一題，表現良好的學生往往能善用不同手法突出主旨。例如：有學生懂得以對比、襯托等手法細緻描寫「上課時」及「下課後」老師、同學的表現、動作，再引出自己對「學習生活」的感受。個別學生取材見心思，例如寫下課鈴聲響起後，校園各處堆滿同學隨手丟棄的垃圾，校工在下課後默默清理，然後帶出作者對缺乏公德心的同學的批評，對校工敬業樂業的欣賞。
- 9CW3「放大鏡」一題，表現良好的學生大多能抓住「放大鏡」的特點說理。例如有學生將網絡社交平台比作「放大鏡」，將好事、壞事放大，令人難以看到「真相」。有學生寫兒時父親送贈放大鏡，然後以小見大，記敘通過放大鏡看到平時忽略的事物，啟發作者思考人生道理。
- 表現良好的學生大多能運用所學的寫作手法，突出主題思想。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。他們善用修辭手法，描述恰到好處。部分學生更嘗試以不同寫作手法撰文，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 13 題問「以下哪一項有關『內容農場』的描寫是正確的？」他們能根據偉明、張老師及小清交談的內容，掌握他們話語的重點，並掌握「內容農場」用誇張的標題，吸引網民瀏覽，並選出正確答案。

學生能概略理解話語內容的前後關係

- 表現良好的學生在掌握話語內容的前後關係方面，表現較穩定。例如 9CL2 第 9 題，問「張老師提及『假雞蛋』、『假米』，主要想說明甚麼？」他們能理解張老師藉「假雞蛋」、「假米」，說明網上流傳的相片或短片不一定能反映真相。從以上題目可見，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。

個人短講

- 表現良好的學生能根據題目組織內容豐富、主題明確的短講，學生也能列舉具體的例子加以闡述，超過三成的學生在內容方面取得四等或以上的等級。學生能運用自己的識見，在短講中加以發揮，例如 9CSI2「假如你可以設計一個機械人，改善人們日常生活。你會設計怎樣的機械人？為甚麼？」有學生設計垃圾分類機械人，也有學生設計處理家務、照顧嬰孩的機械人，內容具創意。個別學生說話流暢自然，表現良好。
- 表現良好的學生能善用兩分鐘組織內容，先引入，後分述，繼而總結，內容詳略恰當。部分學生能善用標示語和關聯詞，層次鮮明，條理清晰。
- 表現良好的學生能運用豐富的詞彙，或成語、古語等表達，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，徐疾有致，跟主考員有眼神接觸，表現理想。

小組討論

- 表現良好的學生能積極參與討論，表現主動、認真和投入，能按話題清楚地闡述自己的見解，輔以適當的例子，充分掌握討論時間，整體討論氣氛良好。逾三成學生在內容方面取得四等或以上的等級。
- 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，理由充分合理。如 9CSG2「有學校取消以學生成績排名次，你贊成這種做法嗎？為甚麼？」學生能比較取消以成績排名次的好與壞的影響，並舉例子加以解釋和闡述。
- 表現良好的學生能留心聆聽同學發言，跟同學互相有眼神接觸，以點頭表示同意，並摘記討論要點，能就同學的觀點作適當的回應，掌握討論的技巧，達至討論交流的效果。
- 個別學生能抓住題目的重心，擴展討論內容，帶動同學一起討論。

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，能因應受訪者話語的前後關係，判別說話內容重點。以第 9 題為例，問「盧永雄舉出『曼谷大爆炸』一例，要說明甚麼？」，表現良好的學生能因應盧永雄說話內容，找出他想藉『曼谷大爆炸』一例帶出的重點。

表現良好的中三學生寫作示例——實用文

9CW1 根據以下資料，以愉快中學學生會主席陳立言的名義，於 2018 年 6 月 15 日撰寫一則啟事。(字數不限)

資料一：校慶籌備委員會成員在會議上的對話節錄

- 李校長：立言，《五十周年校慶特刊》上介紹學生會歷史的文章，寫好了沒有？
- 陳立言：文稿已寫好，但我們仍在收集能凸顯學生會發展的照片。
- 李校長：近二十年學生會選舉及舉辦活動的照片，校務處都有存檔，但要找早期的照片的確不容易。你有沒有想過在《香城地區報》及本校網頁刊登啟事，向校友徵求照片？
- 陳立言：對！刊登徵求啟事也是好辦法。我會在啟事中交代收集照片的原因及要求。
- 李校長：記得提醒校友，照片必須在 1998 年或之前拍攝，還要寫收集方法！

資料二：李校長的記事簿

5 月 18 日星期五

《五十周年校慶特刊》徵求照片

- 在《香城地區報》及本校網頁刊登。
- 收集方法：2018 年 7 月 3 日至 8 月 3 日將照片交到本校校務處。
- 查詢：立言 (手提電話：4321 8888)。

[illegible]

說明

- 1 在內容方面，學生先點出徵求照片的原因 [1a]，並清楚指出照片必須在 1998 年或之前拍攝 [1c] 及收集方法等資料 [1d]，內容大致完備。可惜本文未能因應寫作對象而篩選資料，把啟事刊登的地方也抄錄下來 [1b]。
- 2 格式完整，包括標題 [2a]、職銜 [2b]、署名 [2c] 和發文日期 [2d]。
- 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

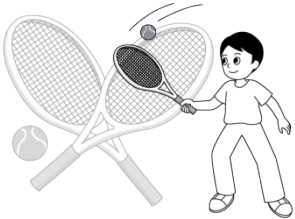
9CW2 根據以下資料，以愉快中學體育學會主席陳立言的名義，於2018年6月15日撰寫一則通告，向同學介紹有關活動的詳情。(字數不限)

資料一：體育學會主席陳立言和同學李一山的對話紀錄

- 陳立言： 一山，看這宣傳單張(見資料二)！新一屆的「網球訓練班」快要舉辦。
- 李一山： 這活動真的很吸引！何時可以報名？
- 陳立言： 報名日期由6月25至29日。報名表將於下周由各班班主任派發。你填妥報名表後，記得要儘快交給體育科黃志偉老師。因為今年名額有限，會以先到先得的形式報名。
- 李一山： 你能再說一次報名方法嗎？
- 陳立言： 活動的詳情，包括活動目的、舉辦日期、報名方法等資料，可以參閱張貼在本校布告欄的通告。


資料二：網球訓練班宣傳單張

愉快中學第三屆網球訓練班



- 為同學提供基本的網球訓練
- 活動時間：2018年7月16日至20日上午9:00至11:00
- 活動地點：香城網球場

活動詳情，請參閱張貼在本校布告欄的通告。



學費：
只需 \$300

名額 20 個，請從速報名！

[illegible]

說明

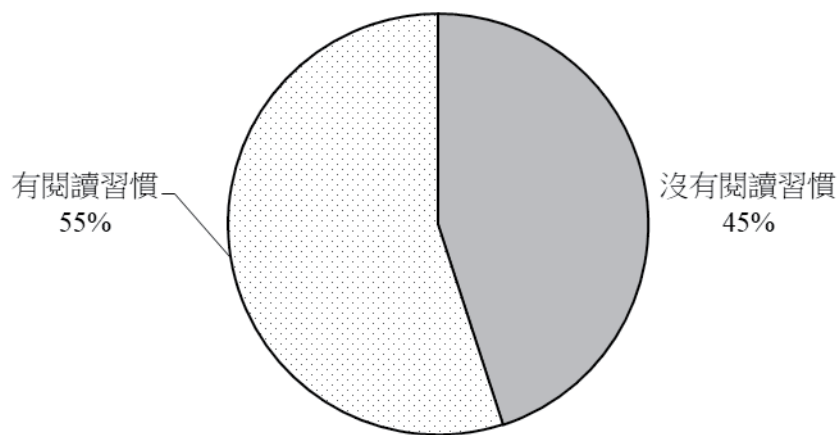
- 1 內容大致完備。本文說明訓練班舉辦的日期、地點、名額 1b，以及報名方法等資料 1c，可惜本文未能清楚指出舉辦這網球訓練班的目的是為同學提供基本的網球訓練 1a。
- 2 學生已掌握通告的格式。本文以「通告」為標題 2a，以「特此通告」作為結束語 2b。此外，職銜 2c、署名 2d 及日期 2e 齊備。

表現良好的中三學生寫作示例——實用文

- 9CW3 根據以下資料，以愉快中學閱讀大使陳立言的名義，撰寫一份有關該校初中學生閱讀習慣的調查報告，並於2018年6月15日或之前呈交李一山校長。報告內容須包括調查結果及兩項推動校內閱讀風氣的建議。(字數不限)

資料一：問卷調查結果

1. 你有閱讀習慣嗎？



2. 最近一個月，你閱讀了多少本課外書籍？

0-2 本	80 人
3-4 本	15 人
5 本或以上	5 人

3. 你喜歡閱讀哪一類書籍？

文學	25 人
心靈健康	20 人
消閒趣味	48 人
文化/藝術	7 人

資料二：陳立言與同學在學校網上討論區的留言

5 月 25 日下午 8:50 • • 讚好 • • 回覆



立言

我正在寫一份關於本校初中學生閱讀習慣的調查報告，大家有沒有推動校內閱讀風氣的好方法？

5 月 25 日下午 8:51 • • 讚好 • • 回覆



小敏

部分同學還未養成閱讀習慣，要他們主動到圖書館借書不容易。噢！同學不是都愛上網嗎？閱讀大使為甚麼不在早會向同學介紹網上閱讀平台？

5 月 25 日下午 8:53 • • 讚好 • • 回覆



靜婷

大部分同學閱讀的目的只為消閒，他們主要閱讀漫畫及旅遊書。我認為要向同學推介不同類型的書籍。學校可以……

3a

李校長 :

3b

愉快中學初中學生閱讀習慣調查報告

甲、前言

為了解初中學生的閱讀習慣及喜好，本校於本年5月1日至25日以問卷方式，成功訪問100名在本校就讀的初中學生。

3c

2a

乙、調查結果

1a

初中學生中有55%有閱讀習慣，45%沒有閱讀習慣。1b最近一個月中有80人閱讀0至2本課外書籍，有15人閱讀3至4本課外書籍，有5人閱讀5本或以上課外書籍。初中學生中有25人喜歡閱讀文學書籍，20人喜歡閱讀心靈健康書籍，48人喜歡閱讀消閒趣味書籍，7人喜歡閱讀文化或藝術書籍。

3c

2b

丙、建議

1c

為讓初中學生養成閱讀習慣，學校可在早會向同學介紹網上閱讀平台。另外，學校可向各班同學分配不同類型書籍，以推動校內閱讀風氣。

3d

愉快中學閱讀大使

3e

陳立言謹啟

3f

二零一八年六月十四日

說明

- 1 本文能羅列調查報告的結果，包括初中學生的閱讀習慣 [1a]，以及在最近一個月閱讀課外書籍的數目及種類 [1b]。在建議方面，學生大致能依據題目的提示，提出推動學生閱讀風氣的建議 [1c]。
- 2 本文能根據題目要求依次交代調查報告的結果 [2a] 及兩項建議 [2b]。
- 3 學生大致能掌握報告的格式，包括：上款 [3a]、標題 [3b]、小標題 [3c]、職銜 [3d]、署名 [3e] 及發文日期 [3f]。

試以「原來_____一直在我的身邊」為題，寫一篇文章。

9CW1 試以「原來_____一直在我的身邊」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。

《原來幸福一直在我身邊》

2a

1a

你認為自己幸福嗎？根據一個調查，香港有過半數的人都認為自己並不幸福，而最新的快樂指數排名中，香港也只排在倒數的幾位。這說明了很多人都對自己的生活不滿足，覺得自己不幸。那是為甚麼呢？原因不外乎於物質上的不足，或婚姻、家庭生活不美滿等。我

2b

1a

也曾經認為自己是「不幸福的」。我一家五口，一直都只是租住在一幢有四十年樓齡，只有五百呎的小單位裏，沒有私家車，很多想要的東西或想做的事情都以「太昂貴」為由被父母拒絕。所以我曾對我「不幸福」的生活感到不滿。眾多的

呢？

2c 1b 非洲大部分落後地區的兒童在嬰兒時期便因營養不良或疾病死亡。能幸生存下來的也終日受饑荒、旱災折磨，連找到一點乾淨的水喝也是十分艱難的事。而小部分有幸接受教育的孩子每天也得跑幾公里的路去上學，很多還沒有鞋子穿，要赤腳在熾熱的沙石地上行走。

2c 1b 敘利亞的人民近年來飽受戰火摧殘，生活在惶恐之中，家鄉被毀壞得滿目瘡痍。早前一幅一個小男孩因逃亡時遇溺，伏屍在海灘上的（難民）照片，不禁使人心酸。一些幸運逃到別的國家當難民，尋求庇護的，也被很多當地人當成過街老鼠。

回到香港，很多貧困戶也靠着綫綫生活，住在一些小得只有一個床位的「籠屋」裏，甚至有些人要露宿街頭，生活依靠慈善機構接濟。

2d 1c 以上幾個例子也欠是世界各地的種種「不幸」的生活緣中的冰山一角。我們生活在一

個沒有天災，沒有戰爭的環境，衣食住行各樣
~~樣~~齊備。~~像~~比起例子中提到的人，我們不幸
 (難道)
 福嗎？所謂「心態決定境界」，幸福其實取
 決於自己的。人們對物質的追求只會越來越大
 ，得到一樣便想要更多。何不放下對物質生活
 的追求，好好思考一下自己擁有的一切，或許
 你會發現，幸福一直在你身邊呢！

說明

- 1 內容豐富，緊扣主題。本文以「原來幸福一直在身邊」為題，先談「我」對生活上的不滿，覺得自己並不幸福 [1a]，然後再寫世界上有很多人活在不幸之中 [1b]，最後呼籲人們要思考幸福的定義 [1c]。
 - 2 文章內容層次分明，先引本地一項調查，指大部分的香港人認為自己並不幸福 [2a]，然後才寫「我」對自己的生活亦諸多不滿 [2b]，後來筆鋒一轉，寫生活在非洲、敘利亞的人分別飽受饑荒、戰亂的煎熬 [2c]，最後點出「原來幸福一直在身邊」，只是我們一直身在福中不知福 [2d]。
- ◆ 行文流暢，用詞準確，如「滿目瘡痍」、「冰山一角」。

表現良好的中三學生寫作示例——文章寫作

9CW2 試以「下課鈴聲響起後……」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。

2a

下課鈴聲響起後，我哭了。

今天，一切如常。樹上的雀鳥如常歌唱，馬路上如常熙來攘往，人們如常帶着死氣沉沉的氣氛上班去。儘管這世界看似一切如常，我卻在這天多了一份傷感。

2a

我就像平時一樣，一回到學校就跟朋友聊天，聽他們在這個周末做了甚麼，早餐吃了甚麼……這些再平凡不過的事情。只不過，這天他們的臉上也多了一份傷感。

時間飛逝，我在這學校上學以來，第一次覺得上課是這麼有趣的，也是第一次不想下課。但我知道時間不會等人，下課鈴聲終有一天會響起，我們終有一天要離開這學校。

「叮噹……叮噹」果然不出我所料，下課

2c

1a

鈴聲很快就響起了。奇怪的是，同學們沒有露出一絲興奮的表情，而是眼有淚光，依依不捨地看着朋友們。身處其中的我，看着同學們這樣子，也不禁哭了起來。

2c

1a

可能是因為我哭了，其他同學紛紛哭了起來。即使我們都很傷心，但我們卻一邊哭，一邊安慰其他同學，最後甚至出現了互相安慰的場面。

2c

1a

下課鈴聲響起後已經有一個小時了，但我們全班仍坐在課室裏。我開始環顧四周，不見壁報上的藝術作品，不見儲物櫃放滿書本，不見佈滿功課的黑板，取而代之的是各種各樣的大字報、橫額和標語。這間學校明天就不存在了，因為財政和收生不足等問題。

2d

那下課鈴聲就像死亡的警鐘一樣，當它一響起，就宣告着這學校的死訊，永遠回不來了。最終我鼓起勇氣，走出課室、操場，走出這間宣告死亡的學校。

2d

1b

這也是我第一次感覺到，下課鈴聲是如此無情、冷酷、沉重。一間有百年歷史的學校就這樣被下課鈴聲結束了它的生命。

說明

1 本文緊扣題目。本文從不同的角度記述「下課鈴聲響起後」，同學及「我」的表現，從而刻畫學生對母校的依依不捨 **1a**，藉下課鈴聲抒發對母校被殺的沉痛 **1b**。

2 結構完整，層次分明。本文先寫今天一切如常，只是多了一份傷感，引起懸念 **2a**，然後寫「下課鈴聲響起」，我們終於要離開這所學校 **2b**，最後再藉描寫同學及「我」對母校的依依不捨 **2c**，抒發對母校即將結束的感受 **2d**。

〰 行文大致通順，偶有佳句。

◆ 遣詞用語較豐富，如：「熙來攘往」、「死氣沉沉」。

表現良好的中三學生寫作示例——文章寫作

9CW3 試以「放大鏡」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

現今社會每人都帶着放大鏡，由懂事起，

2a

人們使用隨身帶備的放大鏡觀察周邊事物，凡

景。然而可怕的是，人們所放大的並不是美妙

風景，高貴漂亮的事物，人的優點。

1b

現今網絡的發達只要輕指一彈上載相片就

能傳到世界每個角落，易如反掌。但看見的人

總會帶上放大鏡去審視着每一幅照片，以們的

缺點或醜漏，卻只是單單放大缺點忽視優點。

以韓國女團為例，她們大多以火辣的舞蹈與第

奏強的音樂配合而聞名世界各地。可惜，人們

所帶的放大鏡總能看見缺點，而去抨擊。謾罵

着是整容，是放蕩，是賣露肉體的低級趣味。

卻沒有提及過她們努力排舞的付出，編曲的厲

害，所影響的巨大！

1c

又以學校的教導為例，老師帶着放大鏡無時無刻地審視着學生，不斷指出學生的不足再用無數的功課量來掩蓋老師眼中的不足，為學生帶來沉重的壓力，無數學生不敢放太鏡後的眼睛而放棄生存。卻沒有放大鏡去發現學生的優點，努力發掘學生的潛力。

1d

回想起古時的詩人，他們佩帶的放大鏡總能發現身邊的美好事物，加以放大描寫。

例如《歸隱田居》其一：作者用放大鏡描寫着田園生活的美好，鄉村風景的優美。又例如蘇軾的明月几時有，作者描寫月亮的美麗，皎潔。在被貶的情況下仍能用放大鏡發現美妙，愉快的地方。起舞弄清影，何似在人間？抒發出自己雖然被貶，但做個地方小官倒也逍遙快活。古代的人們總能用放大鏡發現好。

2b

1e

現今人們所佩帶的放大鏡是已經扭曲。他們只能發現人們的壞，從而再無限放大。相反，古人的放大鏡卻總能發現好。到底是時代的變遷使得人們使用放大鏡的方法改變，抑或是社會病態的扭曲改變了人的思想，摧毀了本來放大鏡的原有功能好世人受社會的塗毒，用放大鏡放大別人的壞卻又未放大別人的好，這種可怕的放大鏡是低下而且是崩壞的。世人何時能放下低俗的放大鏡而換上古人高貴的放大鏡呢？

說明

- 1 本文內容能切合題旨，立意見心思。本文先點出現代人愛用「放大鏡」看事物 [1a]，然後以網民輕率的評論 [1b]、老師對學生的苛責 [1c] 為例，說明大家只愛把「別人的缺點」放大，反觀古人卻愛放大世間的美好 [1d]，最後請大家放下低俗的「放大鏡」 [1e]。
- 2 段落層次分明，結構完整。全文以「放大鏡」比作世人的「眼睛」 [2a]，然後引事例，闡釋現代人愛批評的特點，最後帶出自己對此的看法 [2b]。
- 行文尚可，但偶有沙石。全文用語大致準確。
- [] 本文錯別字較多，如將「或」誤作「貳」，將「荼毒」誤作「涂毒」。此外，本文將《歸園田居》，誤為《歸隱田居》。

一般評論

- 本年度以視聽資訊表現較佳，閱讀及聆聽表現保持平穩，而寫作則表現稍遜。下文從閱讀、寫作、聆聽、說話各個學習範疇闡述學生的表現：

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，並能直接從文章中找出事實或依據回答問題。學生大致能回答直接提問篇章信息的題目，能找出內容細節、辨識因果關係等。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。

學生大致能判別常見的寫作手法

- 大部分學生能判別常見的寫作手法。以 9CR2 第 15 題(即 9CR3 第 8 題)為例，他們能判別文章運用了行動描寫及對比手法刻畫母親的性格。然而，如題目改問篇章的結構，則只有少數學生能選出正確的答案。如 9CR3 第 12 題，問第④段在全文所起的作用，只有四成多學生能判別正確的答案。

學生大致能理解淺易的文言作品

- 本年學生閱讀文言作品的能力較往年為佳。學生大多能通過關鍵字詞，推測上下文意，找出答案，部分學生更能概括文言故事的重點。由此可見，學生對常見的文言字詞有一定的理解能力。

學生大致能概略理解常見的實用文

- 學生大多具備理解實用文內容的能力，但只有部分學生能理解內容細節。例如 9CR1 第 23 題，較少學生能根據會議紀錄的內容，判別是次會議的兩項決定。
- 大部分學生能概括實用文的內容重點，但只有少數學生能因應內容重點，並以小標題概括有關內容要點。由此推斷，大部分學生在理解實用文的要點方面，仍有待改進。

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，最多學生能寫切合格式要求的報告，但整體而言，以啟事一題，有較多學生表現良好。

格式

- 學生大致能掌握啟事的格式，把啟事和其他的實用文文類如書信混淆的情況較少。大部分學生能按照題目要求，撰寫標題、署名及日期。大部分學生的措辭用語尚算得體，然而個別學生似未能以簡明的文字撰寫啟事的標題。
- 在三篇實用文寫作中，較多學生未能掌握通告應有的格式而誤用其他實用文格式撰文。不少學生混淆通告及書信的格式，例如在通告的標題前或後加上稱謂，又或在文末加上「此致」。
- 本年較多學生能以正確的報告格式撰文，表現稍見進步。然而，個別學生或未能按題目要求撰寫適切的小標題。

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啟事。絕大部分學生能掌握刊登啟事的原因是「徵求照片」，可惜部分學生未有清楚交代徵求照片的要求。此外，個別學生在啟事中抄錄啟事刊登的地方，未能因應寫作對象選取寫作材料。
- 學生一般能根據題目的要求選取適切的資料撰寫通告，並清楚寫出新一屆網球訓練班的詳情，包括：舉辦活動的日期、地點。然而部分學生只顧抄錄題目所附資料，而未能明確指出報名方法，以致內容有所缺漏。
- 學生大致能因應題目所附的資料撰寫調查報告，大部分學生能抄錄調查結果，惟部分學生未有準確交代資料。大部分學生能對應初中學習的閱讀習慣，提出簡單的建議。

(二) 文章寫作

- 本年大部分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，然而能完全切合題旨的作品較少。
- 本年有較多學生的文章能取材自生活及個人經歷，例如有學生寫「原來爸爸一直在我的身邊」、「原來朋友一直在我的身邊」，感謝親友對自己的默默支持。部分學生作品取材見心思。有學生以「原來幸福一直在我身邊」為題，探討幸福的真諦，也有學生以「放大鏡」比作傳媒及社交平台的威力，藉此探討社會議題。他們的作品在寫作手法上或仍有不足，然而這些嘗試值得嘉許。
- 結構方面，大部分學生懂得分段寫作，但學生的文章結構仍略嫌鬆散，只有少數作品能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的手法撰文。不論記敘、抒情、描寫、說明或議論，學生較少運用不同的寫作和修辭手法。
- 學生的文句尚能達意，大致通順，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，如將「或」誤作「武」、將「被」誤作「被」。

- 學生大致能正確運用標點符號，較常運用的符號是逗號、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。
- 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，發掘寫作材料；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。只要平日放膽以不同的文體、寫作手法撰文，反覆練習，日積月累，寫作自有進步。

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。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，但表現稍欠穩定。例如 9CL2 第 9 題，較少學生能掌握說話者整段話語的內容，如前後語意、因果關係。

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理解整段話語的內容，或從數位說話者的對話中，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

學生大致能理解短講題目要求，表達意見

- 本年度學生在個人短講和小組討論的整體表現跟去年相若。大部分學生大致能按題目要求，確定說話內容，表達自己的見解，作簡單而完整的短講，惟學生大多只能用約一分半鐘時間表達。學生尚能表達自己的見解，惟欠缺例子佐證，內容薄弱，闡述亦見不足。

學生在審題方面仍須努力

- 審題方面，部分學生未有留意題目中的關鍵字眼，例如 9CSI5「學校希望提升同學做運動的興趣，你會建議學校鼓勵同學做以下哪一項運動？為甚麼？（滑板、花式跳繩或其他）」部分學生只談及該項運動的好處，而忽略了「提升同學做運動的興趣」這方面，以致說話內容未能扣緊題目，影響表現。

學生表達大致清楚、有條理

- 大部分學生在說話方面條理尚算清晰，能清楚達意，部分學生沒有寫下說話要點的習慣，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，惟欠生動和變化。部分學生的詞彙貧乏，偶有夾雜英語詞彙或潮流用語。

說話技巧有待提升

- 學生大致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；部分學生說話時咬字欠準確，有「懶音」問題，或常說「啦」、「呢」、「囉」等「口頭禪」。近幾年，極少數學生在短講時默不作聲。

小組討論方面，學生大致能就話題表達意見，並作適當回應

- 大部分學生在討論時態度認真，樂於發言，能根據話題表達意見，輔以例子，並就同學的說話作出適切的回應。

多角度思考、課外知識方面尚有進步空間

- 部分學生的識見和生活體驗不足，未能掌握多角度思考，欠缺例證，以致討論內容貧乏。
- 部分學生討論時只是重複自己或別人的觀點，未能加以補充，以致內容空泛，表現未如理想。老師在課堂訓練時，除了加強思維訓練外，亦要鼓勵學生多閱讀報章新聞和課外書籍，擴闊視野。

討論技巧有待提升

- 部分學生在討論時只是輪流表達自己的意見，欠缺承接的技巧，未能達至討論交流的效果。
- 小部分學生濫用套語，常說「我同意你的看法」或「我不同意你的看法」等，但接着又自說自話。
- 極少數學生在討論時默不作聲。過往有些學生在同學邀請下才勉強回應一、兩句，此情況在近年已有改善。

視聽資訊評估

- 本年學生在處理須兼顧視覺和聽覺才能回答的題目時，表現略見進步，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。
- 學生大致能掌握短片的主要信息。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。如學生能善用閱覽題目的時間，注意題幹及選項的關鍵詞，應能取得較佳的表現。

2016 年至 2018 年中文科中三學生表現一覽表

- 今年是第十三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 76.9%

表 6.19 2016 年至 2018 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
2016	77.4
2017	77.1
2018	76.9

表 6.20 2016 年至 2018 年中文科中三學生表現一覽表

年份 閱讀	2016 年	2017 年	2018 年	備註
強項	<ul style="list-style-type: none"> 大部分學生能掌握篇章的內容大意。 部分學生大致能判別常見的描述手法。 學生在理解實用文的主要信息，表現較去年略好。 	<ul style="list-style-type: none"> 本年度學生大致能理解篇章的內容要點。 學生大致能歸納篇章的內容要點，理解篇章主題。 部分學生在判別文章寫作手法方面，表現較去年進步。 	<ul style="list-style-type: none"> 大部分學生能理解篇章內容大意。 大部分學生大致能理解淺易文作品，表現見進步。 學生大致能理解實用文的主要信息。 	<ul style="list-style-type: none"> 本年學生大抵能理解文章主要的信息，但部分學生未能理解篇章的細節。 在理解淺易文言作品方面，本年學生的表現較過往略見進步，令人欣喜。
弱項	<ul style="list-style-type: none"> 部分學生在分析文章主旨、推斷作者觀點方面，表現一般。 部分學生未能準確掌握文言作品的內容重點。 部分學生未能完全掌握實用文的寫作目的。 	<ul style="list-style-type: none"> 部分學生在理解文章段落大意方面，表現一般。 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。 	<ul style="list-style-type: none"> 部分學生在歸納內容重點方面，表現未如理想。 部分學生在判別篇章的寫作手法方面，表現欠平穩。 部分學生在歸納實用文的內容重點方面，表現稍遜。 	

年份 寫作	2016 年	2017 年	2018 年	備註
強項	<p>實用文</p> <ul style="list-style-type: none"> 學生大致掌握啟事及報告應有的格式。 小部分學生有獨特的構思，文章結構嚴謹，文筆流麗。 	<p>實用文</p> <ul style="list-style-type: none"> 實用文方面，大部分學生能寫格式完備的書信。 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。 	<p>實用文</p> <ul style="list-style-type: none"> 大部分學生能寫格式正確及內容簡潔清晰的啟事。 學生在撰寫報告方面，表現見進步。 文章寫作 大部分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。 個別學生能言之有物，嘗試不同的寫作方法，吸引讀者興趣。 	<ul style="list-style-type: none"> 本年實用文方面，個別學生只抄錄題目所附資料，未能因應寫作對象選取寫作材料。 部分學生字體略嫌潦草，難以辨識。
弱項	<p>實用文</p> <ul style="list-style-type: none"> 部分學生仍未掌握通告格式；大部分學生未能準確撮寫報告資料及提出具體建議。 文章寫作 大部分作品內容平淡，選材狹窄。 學生詞彙貧乏，用字生硬；部分學生字體過於潦草，難以辨識。 	<p>實用文</p> <ul style="list-style-type: none"> 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。 文章寫作 大部分作品能圍繞主題寫作，然而內容略嫌平淡，鮮有新意。 部分學生詞彙貧乏，錯別字的情況仍有待改善。 	<p>實用文</p> <ul style="list-style-type: none"> 部分學生仍未能完全掌握通告的格式。 文章寫作 大部分作品能圍繞主題寫作，然而只有部分學生能緊扣題旨。 學生詞彙貧乏；錯別字和錯用標點情況仍有待改進。 	

年份 聆聽	2016 年	2017 年	2018 年	備註
強項	<ul style="list-style-type: none"> 學生普遍具備不俗的聆聽要點能力。 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。 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。 	<ul style="list-style-type: none"> 學生普遍具備不俗的聆聽要點能力。 學生大致能聽出話語的內容重點和主題。 部分學生能大致判別話語的實際意思。 	<ul style="list-style-type: none"> 學生普遍具備不俗的聆聽要點能力。 學生大致能聽出話語的內容重點和主題。 	<ul style="list-style-type: none"> 本年學生大致能理解話語的內容重點及主題，惟部分學生在歸納話語內容方面，仍有待改進。
弱項	<ul style="list-style-type: none"> 部分學生在歸納說話者的說話重點方面，仍有待加強。 	<ul style="list-style-type: none"> 部分學生在歸納說話者的說話重點方面，仍有待加強。 部分學生在掌握話語的前後關係方面，仍有待改進。 	<ul style="list-style-type: none"> 部分學生在歸納說話者的觀點方面，仍有待改進。 部分學生在掌握話語的前後關係方面，表現稍欠穩定。 	

年份 說話	2016 年	2017 年	2018 年	備註
強項	<p>個人短講</p> <ul style="list-style-type: none"> • 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。 • 部分學生能善用標示語和關聯詞，使內容條理分明。 • 部分學生能運用豐富多變的詞彙表達，說話清晰自然。 <p>小組討論</p> <ul style="list-style-type: none"> • 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。 • 部分學生能舉出不同的例子佐證，闡明觀點，理由充份；小部分學生更能提出獨特的見解。 • 小部分學生能拓展討論空間，帶動同學參與討論。 	<p>個人短講</p> <ul style="list-style-type: none"> • 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。 • 部分學生能運用準確、豐富的詞彙；說話有條理，清晰自然。 • 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。 <p>小組討論</p> <ul style="list-style-type: none"> • 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。 • 部分學生能舉出不同的例子佐證，闡述觀點；小部分學生見識豐富，能提出獨特的見解。 • 少數學生能拓展討論空間，帶動同學參與討論，氣氛良好。 	<p>個人短講</p> <ul style="list-style-type: none"> • 整體而言，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。個別學生態度認真，論點清晰，輔以例子說明，內容充實，表現良好。 • 部分學生能運用準確、豐富多變的詞彙；說話清晰自然，條理分明。 • 部分學生能善用標示語和關聯詞，使內容連接更緊湊。 <p>小組討論</p> <ul style="list-style-type: none"> • 本年度學生的表現大致平穩，大部分學生樂於參與討論，表達自己的意見，並回應同學的發言。 • 小部分學生識見豐富，能提出獨特的見解。 • 個別學生掌握討論的技巧，論點清晰明確，有充足的論據。少數學生能拓展討論內容，帶動同學一起討論。 	<p>個人短講</p> <ul style="list-style-type: none"> • 本年學生大致能按題目要求，作簡單而完整的短講，惟部分學生的內容未見充實，欠缺例證。 <p>小組討論</p> <ul style="list-style-type: none"> • 學生普遍積極參與與討論，表達意見，回應同學，惟部分學生的內容薄弱，論據不足，討論技巧仍有待改進。

年份 說話	2016 年	2017 年	2018 年	備註
弱項	<p>個人短講</p> <ul style="list-style-type: none"> 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。 部分學生忽略題目中的關鍵字眼，以致內容未能扣緊題目。 部分學生的詞彙貧乏；未能掌握說話的技巧，語調平淡。 <p>小組討論</p> <ul style="list-style-type: none"> 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。 部分學生只是輪流地表達意見，未能掌握同學發言的技巧。 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。 	<p>個人短講</p> <ul style="list-style-type: none"> 部分學生的內容薄弱，例證不足，闡述欠深入；亦欠缺新意。 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。 部分學生未能善用標示語和關聯詞，組織欠條理。 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。 <p>小組討論</p> <ul style="list-style-type: none"> 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。 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。 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。 	<p>個人短講</p> <ul style="list-style-type: none"> 部分學生缺乏例證，以致內容薄弱；部分學生的內容平淡乏味，欠缺創意。 部分學生審題不夠嚴密，忽略題目中的關鍵字眼，以致內容未能緊扣主題。 部分學生未能善用標示語和關聯詞，組織欠條理。 部分學生未能掌握說話的技巧，語調平淡乏味，欠缺變化。小部分學生說話聲線微弱。 <p>小組討論</p> <ul style="list-style-type: none"> 部分學生的內容缺乏例證，論據不足，甚或將論據不斷重複；對身邊的事物認識不足，亦欠缺多角度思考。 部分學生未能掌握回應同學的技巧，只是輪流地表達自己的意見。 小部分學生的回應流於機械化。 	

年份 視聽資訊	2016 年	2017 年	2018 年	備註
強項	<ul style="list-style-type: none"> 學生大致能回答有關短片主題和相關信息的題目。 	<ul style="list-style-type: none"> 學生大致能回答有關短片主題和相關信息的題目。 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。 	<ul style="list-style-type: none"> 大部分學生多能夠回答有關短片主題和相關信息的題目。 對於一些須兼以視覺和聽覺能力回答的題目，大部分學生的表現尚算理想。 	<ul style="list-style-type: none"> 本年學生大致能判別短片的主要信息。 如學生能善用閱覽題目的時間，留意題幹的關鍵詞，在擷取語重點方面，應有更佳的表現。
弱項	<ul style="list-style-type: none"> 部分學生在回答綜合性題目方面，表現仍有待改進。 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。 	<ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 部分學生擷取主持、受訪者的語語重點方面，表現仍有待改進。 	

Results of Primary 3 English Language in Territory-wide System Assessment 2018

The percentage of Primary 3 students achieving English Language Basic Competency in 2018 is 80.8%.

Primary 3 Assessment Design

The assessment tasks for 2018 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 English Language Curriculum Guide (Primary 1 – 6) 2004*. 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*
English Language					
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)		
Listening	3EL1	3EL2	3EL3
	19(19)	19(19)	19(19)
Reading	3ERW1	3ERW2	3ERW3
	20(20)	20(20)	20(20)
Writing	3ERW1	3ERW2	3ERW3
	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
TOTAL		38

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	Mary's New Teacher <i>3EL1 / 3EL3 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Going to the Cinema <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	A Visit to a Zoo <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Mary's Tennis Lessons <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Anna and Roy <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Mary's School Picnic <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
TOTAL		40

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	Fast Train Cafe <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Christmas Fun Day <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	The Toy Hospital <i>3ERW1 / 3ERW2 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Yummy Cafe <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Summer Basketball Classes <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Peter and the Tigers <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	John's Picnic	½(3)
L2-W-4-P3BC	3ERW1 / 3ERW2 Part 4	½(3)
L2-W-3-P3BC	The Activity I Like Best	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 aloud a text of approximately 35 – 40 words in length 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 Dinner (3ES01)*, *At the Fast Food Shop (3ES02)*, *A Hot Day (3ES03)*, *At the Swimming Pool (3ES04)*, *My Day (3ES05)*, *Late at Night (3ES06)*, *Flowers (3ES07)*, *In the Art Room (3ES08)*, *Happy Birthday (3ES09)*, *John's Birthday Party (3ES10)*, *My Grandma (3ES11)* and *Shopping (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 2 and 3 May 2018. 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 2018

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>
Mary's New Teacher	Conversation
Going to the Cinema	Conversation
A Visit to a Zoo	Conversation
Mary's Tennis Lessons	Conversation
Anna and Roy	Story
Mary's School Picnic	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: Mary's New Teacher (Conversation)

Task Content: Mary talked to her dad about her new teacher.

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students were able to identify key words on a familiar topic about school subjects, with the help of cues in the spoken text. They were able to identify 'English' as the subject which Miss Chan taught when they heard:

Mary: *Dad, we have four new teachers this year. They are the Chinese, English, Music and Art teachers. But I like the new English teacher Miss Chan the most.*

1. What does Miss Chan teach?

- ☒ A. English
☐ B. Art
☐ C. Chinese
☐ D. Music

3EL1/3 Part 1A Q.1

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify the reason why Miss Chan liked teaching when the ideas were linked by 'because':

Dad: *What do you talk about with Miss Chan?*

Mary: *About her work and hobbies. She likes teaching because she loves children.*

5. Miss Chan likes teaching because _____

- ☐ A. she is kind and funny
☒ B. she loves children
☐ C. she is a new teacher
☐ D. she comes from Canada

3EL1/3 Part 1A Q.5

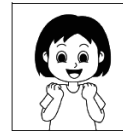
Understanding Basic Differences in Intonation

- The majority of students were able to understand that the speaker was puzzled when they heard:

Dad: *Does she speak Chinese?*

Mary: *No, she doesn't. She's from Canada. When she speaks to me in English, I sometimes say, "Sorry, I don't understand."*

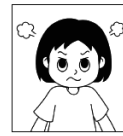
3. How does Mary feel when Miss Chan speaks to her?



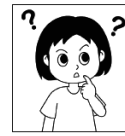
☐ A.



☐ B.



☐ C.



☒ D.

3EL1/3 Part 1A Q.3

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 Mary's best friend as 'Mei Tong' from 'Mei Tang', 'Mei Ting' and 'Mei Tung' (3EL1/3 Part 1A Q.4).

Task Name: Going to the Cinema (Conversation)

Task Content: Mary and her mum talked about going to the cinema.

Identifying Key Words on Familiar Topics/Related to Daily Life Experiences with Straightforward Verbal Cues

- Most students were able to identify key words on familiar topics with straightforward verbal cues. When asked where Mary could watch the movie, students were able to choose 'Moonlight Cinema' as the correct answer:

Mum: *Don't worry. It's a funny movie.*

Mary: *Where can we watch it?*

Mum: *We can go to the Moonlight Cinema.*

- The majority of students were also able to identify key words related to daily life experiences. When asked about the time Mary and her mum watched the movie, students were able to choose '2:30 pm' as the correct answer even with distractors built in the spoken text:

Mum: *We can go this afternoon. What time do you want to watch it? 5:15?*

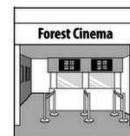
Mary: *No. What about 2:30?*

Mum: *Okay. It's 2 o'clock now. Let's go.*

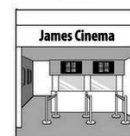
2. Where can Mary watch the movie?



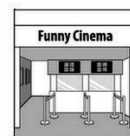
☒ A.



☐ B.



☐ C.



☐ D.

3EL1/2 Part 1B Q.2

4. Mary and her mum watch the movie at _____.

- ☐ A. 2:00 pm
☒ B. 2:30 pm
☐ C. 5:15 pm
☐ D. 5:50 pm

3EL1/2 Part 1B Q.4

Understanding the Connection between Ideas Using Cohesive Devices

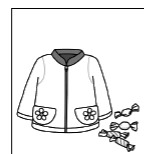
- Most students could understand the connection of ideas linked by 'also'. They were able to identify that Mary was going to take a jacket and some water to the cinema when they heard:
Mum: *Take a jacket with you. It's cold in the cinema.*

Mary: *I'll also take some water.*

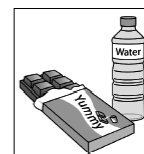
Mum: *Yes, but no candies or chocolate.*

Mary: *Okay.*

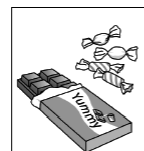
5. What does Mary take to the cinema?



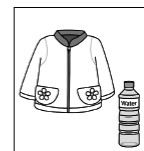
☐ A.



☐ B.



☐ C.



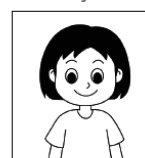
☒ D.

3EL1/2 Part 1B Q.5

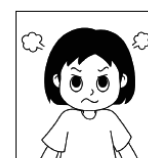
Understanding Basic Differences in Intonation

- Most students were able to understand that Mary was scared about the movie when they heard Mary saying 'Oh, I'm scared of dinosaurs!'.

1. How does Mary feel about the movie?



☐ A.



☐ B.



☒ C.



☐ D.

3EL1/2 Part 1B Q.1

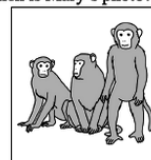
Task Name: A Visit to a Zoo (Conversation)

Task Content: Mary talked to Uncle John about a visit to a zoo.

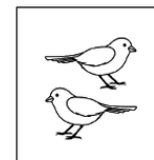
Identifying Key Words on Familiar Topics with Straightforward Verbal and Pictorial Cues

- Most students were able to identify key words on familiar topics with the help of straightforward verbal and pictorial cues. They could match the picture of some flowers with the verbal cue they heard in the spoken text:
Mary: *We also went to a beautiful garden. Here is a photo of the flowers.*

4. Which is Mary's photo?



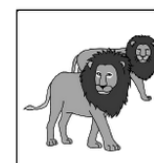
☐ A.



☐ B.



☒ C.



☐ D.

3EL1 Part 2 Q.4

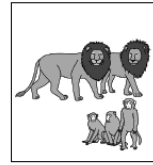
Understanding the Connection between Ideas Using Cohesive Devices

- Most students were able to identify the things that Mary saw in the zoo when the ideas were linked by 'and also' in the spoken text:

Uncle John: *Were there any tigers or lions?*

Mary: *No. But we saw many birds and also some monkeys.*

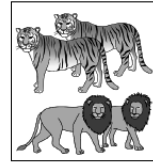
2. What did Mary see at the zoo?



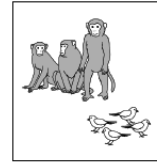
☐ A.



☐ B.



☐ C.



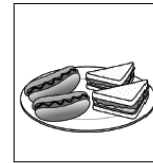
☒ D.

3EL1 Part 2 Q.2

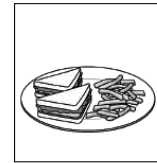
- When asked about the food Mary ate in the café, most students were able to identify that Mary ate some sandwiches and French fries when the ideas were linked by 'and' in the spoken text:

Mary: *I wanted to eat hot dogs. But they didn't have hot dogs, so I ate some sandwiches and French fries. They were yummy.*

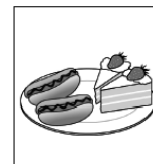
7. What did Mary eat in the cafe?



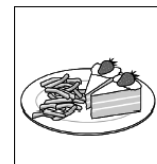
☐ A.



☒ B.



☐ C.



☐ D.

3EL1 Part 2 Q.7

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify 'The animals are interesting.' as the reason why Mary wanted to go to the zoo again when they heard '*No. I want to go because the animals are interesting.*'

9. Why does Mary want to go to the zoo again?

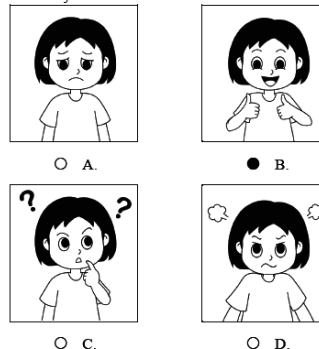
- ☐ A. She wants to eat hot dogs.
- ☐ B. The food at the cafe is yummy.
- ☐ C. The garden is beautiful.
- ☒ D. The animals are interesting.

3EL1 Part 2 Q.9

Understanding Basic Differences in Intonation

- Most students were able to identify that the speaker was excited when they heard Mary saying 'When one of the monkeys stood up, it looked very big and strong!'.

3. How did Mary feel about the animals?



3EL1 Part 2 Q.3

Discriminating a Small Range of Initial Consonants and Ending Sounds

- Most students were able to discriminate initial consonants 'J', 'K', 'P' and 'T'. They could identify that Mary went to 'Jerry Zoo' from 'Kerry Zoo', 'Perry Zoo' and 'Terry Zoo' (3EL1 Part 2 Q.1).
- Many students could discriminate ending sounds 'at', 'an', 'ap' and 'ar'. They could identify that Mary went to 'Cat Cafe' from 'Can Cafe', 'Cap Cafe' and 'Car Cafe' (3EL1 Part 2 Q.5).

Task Name: Mary's Tennis Lessons (Conversation)**Task Content:** Mary talked to her grandpa about her tennis lessons.**Identifying Key Words Related to Daily Life Experiences with Straightforward Verbal Cues**

- The majority of students could identify key words related to their daily life experiences. They were able to identify the duration of Mary's tennis lesson even with distractors built into the spoken text:

Grandpa: *But you have school on these days.*Mary: *It's okay. The tennis lesson is only one hour.*Grandpa: *Do you have time to do your homework then?*Mary: *Yes. I can finish my homework in two hours.*

2. Mary's tennis lesson is _____.

- ☒ A. one hour
☐ B. two hours
☐ C. three hours
☐ D. four hours

3EL2 Part 1A Q.2

- Most students could identify key words about public transport which were related to their daily life experiences. They were able to identify that Mary and her grandpa would take a taxi to the sports centre even with distractors built into the spoken text:

Mary: *Grandpa, can you take me there?*

Grandpa: *Yes. We can go there by bus, tram or MTR.*

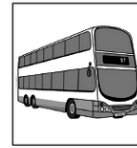
Mary: *But I want to get there very quickly.*

Grandpa: *Then let's take a taxi.*

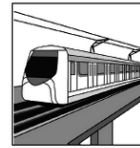
Understanding Basic Differences in Intonation

- Most students were able to identify that the speaker was happy when they heard Mary saying 'Thank you! Grandpa!'.

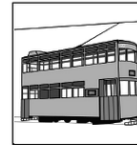
4. Mary and her grandpa go to the sports centre by _____.



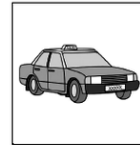
☐ A.



☐ B.



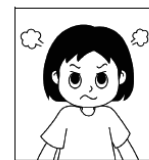
☐ C.



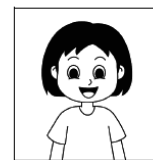
☒ D.

3EL2 Part 1A Q.4

5. How does Mary feel?



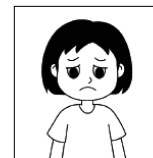
☐ A.



☒ B.



☐ C.



☐ D.

3EL2 Part 1A Q.5

Discriminating a Small Range of Initial Consonants

- The majority of students could discriminate initial consonants 'H', 'K', 'P' and 'Y'. They were able to identify the venue that Mary was going to play tennis as 'Ping Ping Sports Centre' from 'Hing Hing Sports Centre', 'King King Sports Centre' and 'Ying Ying Sports Centre' (3EL2 Part 1A Q.3).

Task Name: Anna and Roy (Story)

Task Content: Mary's mum told Mary a story. It was about Anna and her dog.

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

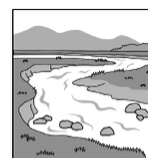
- The majority of students could identify key words on familiar topics such as 'places' with straightforward verbal cues. They were able to identify the place where Anna went with her dog when they heard:

Mum: *One day they go for a walk. Anna sits on the grass near a river.*

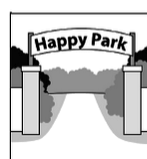
3. Where do Anna and her dog go?



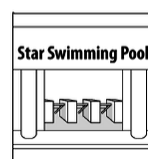
☐ A.



☒ B.



☐ C.



☐ D.

3EL2/3 Part 2 Q.3

- Many students could identify key words related to daily life experiences about clothing. They were able to identify that the dog held Anna's dress in its mouth to help Anna when they heard '*So it jumps into the river and swims to Anna. It holds Anna's dress in its mouth and pulls her out of the water.*'

9. What does the dog hold in its mouth to help Anna?

- ☐ A. Anna's arm
- ☐ B. Anna's leg
- ☐ C. Anna's hat
- ☒ D. Anna's dress

3EL2/3 Part 2 Q.9

Understanding the Connection of Ideas with Causal Relationship

- The majority of students were able to understand the reason why Anna was afraid when they heard:

Mum: *She is afraid because she cannot swim. She puts up her arms and cries for help.*

7. Anna is afraid because _____.

- ☒ A. she cannot swim
- ☐ B. the wind is too strong
- ☐ C. the dog is naughty
- ☐ D. her classmate cries

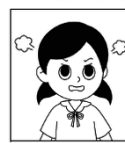
3EL2/3 Part 2 Q.7

Understanding Basic Differences in Intonation

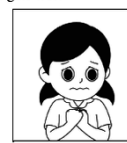
- The majority of students were able to identify the picture of Anna being angry when they heard:

Mum: *The dog jumps into the water and plays happily. Anna's dress and her new hat get wet...Anna shouts, "You naughty dog!" Roy runs away quickly.*

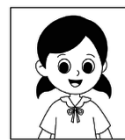
5. How does Anna feel when her hat gets wet?



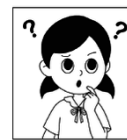
☒ A.



☐ B.



☐ C.



☐ D.

3EL2/3 Part 2 Q.5

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>
Fast Train Cafe	Menu
Christmas Fun Day	Poster
The Toy Hospital	Story
Yummy Cafe	Menu
Summer Basketball Classes	Poster
Peter and the Tigers	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 poster/menu
- understand the connection of ideas by following pronoun references in a story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

Task Name: Fast Train Cafe (Menu)**Task Content:** Jane read a menu in a cafe.

Part 1
Jane is reading a menu in a cafe.
Read the menu.

Fast Train Cafe		Children's Menu	
Meals		Salads	
Honey chicken wings.....	\$22	Vegetable salad.....	\$20
Hamburger with fries.....	\$28	Fruit salad.....	\$25
Beef noodles.....	\$30		
Seafood pizza.....	\$35		
Drinks		Ice Cream	
Hot chocolate.....	\$14	Strawberry.....	\$12
Lemon tea.....	\$15	Chocolate.....	\$17
Fruit juice.....	\$16	Mango.....	\$18
		Green tea.....	\$19

A Free Balloon for You!

Recognising Key Words on Familiar Topics/Related to Daily Life Experiences

- Most students could recognise key words on familiar topics such as 'prices'. By referring to the menu, students were able to tell the price of a fruit salad was \$25.

1. How much is a fruit salad?

- ☐ A. \$12 ☐ B. \$16
☐ C. \$20 ☒ D. \$25

3ERW1/3 Part 1 Q.1

- Most students were able to recognise key words related to daily life experiences, e.g. 'flavour'. When asked which ice cream Jane could get when she paid \$18, students could choose the correct answer by recognising the key words 'Mango.....\$18.' on the menu.

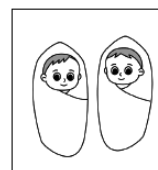
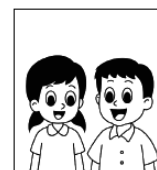
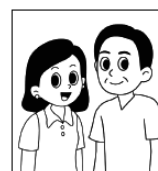
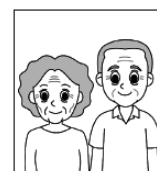
2. Jane pays \$18 for a _____ ice cream.

- ☐ A. green tea ☐ B. chocolate
☐ C. strawberry ☒ D. mango

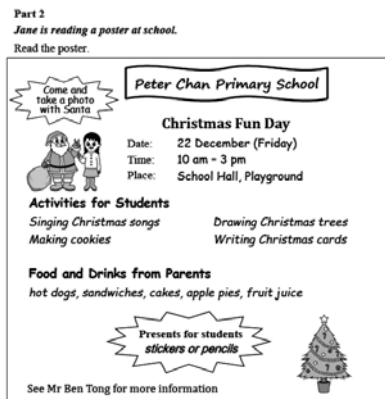
3ERW1/3 Part 1 Q.2

- The majority of students were able to recognise key words related to daily life experiences, e.g. 'group of people'. When asked which group of people the menu was targeted for, students could choose the picture of two children as the correct answer by recognising the key words 'Children's Menu' on the menu.

5. This menu is for _____.

☐ A.☒ B.☐ C.☐ D.

3ERW1/3 Part 1 Q.5

Task Name: Christmas Fun Day (Poster)**Task Content:** Jane read a poster at school.**Recognising Key Words on Familiar Topics/Related to Daily Life Experiences**

- Most students could recognise key words on familiar topics in the poster (e.g. *dates*). When asked about the date of the fun day, most students were able to choose the correct answer by recognising key words '*Date: 22 December (Friday)*'.

1. When is the fun day?

- ☐ A. 3 December ☐ B. 5 December
☐ C. 10 December ☒ D. 22 December

3ERW1 Part 2 Q.1

- Many students were also able to recognise key words such as '*names*' in the poster. When asked who Jane should ask in order to get more information about the fun day, students were able to choose '*Mr Ben Tong*' by recognising the key words '*See Mr Ben Tong for more information*' in the poster.

6. Jane wants to find out more about the fun day. She can ask _____.

- ☐ A. Mr Peter Chan ☐ B. the parents
☒ C. Mr Ben Tong ☐ D. Santa

3ERW1 Part 2 Q.6

- Many students could recognise key words related to daily life experiences. They could tell the end time of the fun day by recognising the key words '*Time: 10 am – 3 pm*' in the poster.

2. The fun day ends at _____.

- ☐ A. 9 am ☐ B. 10 am
☐ C. 2 pm ☒ D. 3 pm

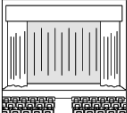
3ERW1 Part 2 Q.2

Understanding the Connection between Ideas


- Many students could understand the connection of ideas in a poster. They were able to identify the venues of the fun day by referring to the information in the poster 'Place: School Hall, Playground'.

3. Jane can join the activities in the _____.


1.




2.



3.



4.



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

3ERW1 Part 2 Q.3

Task Name: The Toy Hospital (Story)**Task Content:** Jane read a story about Jack.

Part 3
Jane is reading a story.
Read the story.

The Toy Hospital

Jack loves toys. There are many old toys in his home. He gets them from rubbish bins. Some children throw old toys away. Jack brings the toys home and makes them good again. His home is 'a toy hospital'.

Tom and his brother live next to Jack. They are poor and have no toys to play with. One day, Jack gets a toy car from a rubbish bin. It only has two wheels and cannot go fast. Jack makes new wheels for the car. He also cleans the car doors and windows. Jack gives the car to Tom.

Tom thanks Jack because Jack gives him a new toy. Tom loves his car. It is nice. Jack is glad. He feels happy because he likes to help people.

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 'It' as 'a toy car' by reading 'Tom loves his car. It is nice.'

7. Read line 12. What does 'It' refer to?

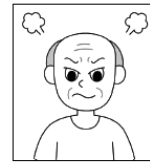
☒ A. the toy car
☐ B. the rubbish bin
☐ C. the car door
☐ D. the toy hospital

3ERW1/2 Part 3 Q.7

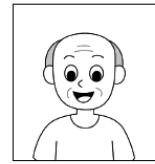
Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

- With the help of contextual clues and pictorial cues, the majority of students were able to predict the meaning of unfamiliar words in the story. They could correctly predict the meaning of the unfamiliar word ‘glad’ with the help of the contextual clue ‘He feels happy because he likes to help people.’ and the pictorial cues given in the options.

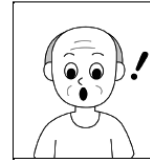
8. Read lines 12 – 13. Jack is glad. Which picture shows Jack?



☐ A.



☒ B.



☐ C.



☐ D.

3ERW1/2 Part 3 Q.8

Task Name: Yummy Cafe (Menu)

Task Content: Jane read a menu in a cafe.

Recognising Key Words on Familiar Topics/Related to Daily Life Experiences

- Most students could recognise key words on familiar topics such as ‘prices’. By referring to the menu, students were able to tell the price of Set C was **\$55** (3ERW2 Part 1 Q.2).
- The majority of students could also recognise key words on familiar topic about ‘food items’. They were able to recognise ‘ham and cheese’ as the ingredients on the pizza (3ERW2 Part 1 Q.3).

Part 1
Jane is reading a menu in a cafe.
Read the menu.

Yummy Cafe	
Children's Menu	
Set A Corn Soup Beef with Rice Mango Ice Cream \$50	Set B Chicken Soup Ham and Cheese Pizza Apple Pie \$64
Set C Tomato Soup Honey Chicken with Noodles Chocolate Cake \$55	Set D Vegetable Soup Fish and Chips Banana Cake \$60
All sets have a salad and a cola	
Every Sunday from 6:00 pm – 8:30 pm	

- The majority of students could recognise key words related to daily life experiences, e.g. ‘menus’. When asked which set of food Jane could choose if she liked to eat fish and chips, students were able to choose the correct answer by recognising the key words ‘Set D’ and ‘Fish and Chips’ on the menu (3ERW2 Part 1 Q.1).

Understanding the Connection between Ideas

- The majority of students could understand the connection of ideas by referring to the information '6:00 pm – 8:30 pm' on a menu. They were able to identify '7:00 pm' as the time when children could enjoy the children's menu on Sundays.

4. Children can enjoy this menu at _____ on Sundays.
- ☐ A. 5:00 pm ☐ B. 5:30 pm
- ☒ C. 7:00 pm ☐ D. 9:30 pm

3ERW2 Part 1 Q.4

Task Name: Summer Basketball Classes (Poster)**Task Content:** Jane read a poster at school.**Recognising Key Words on Familiar Topics/ Related to Daily Life Experiences**

- Most students were also able to recognise key words on familiar topics, e.g. 'days of the week'. They could choose 'Mondays and Fridays' as the days when Jane would have basketball lessons by recognising the key words 'Date: 24 July – 18 August (Mondays and Fridays)' in the poster (3ERW2/3 Part 2 Q.4).

Part 2
Jane is reading a poster at school.
Read the poster.

Sunny Chan Primary School
Summer Basketball Classes

Learn basketball with Mr Sam Lau

Join the classes and get a free cap!

Date: 24 July - 18 August (Mondays and Fridays)
Time: 1:30 pm - 3:30 pm
Place: Kit Man Sports Centre

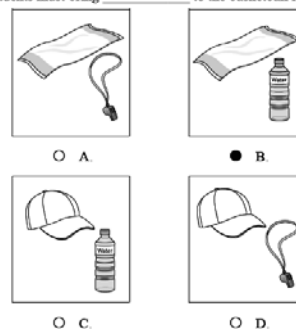
- \$300 for 6 lessons
- For P.3 - P.5 students only
- Bring water and a towel
- To join the classes, see Mr John Lo before 10 June (Tuesday)

- The majority of students could also recognise key words related to daily life experiences such as 'time', 'numbers' and 'school levels'. When asked the start time of the basketball lessons, students were able to recognise '1:30 pm' in the poster (3ERW2/3 Part 2 Q.3). Most students could also recognise key words about 'numbers'. They could choose '6' as the number of basketball lessons that Jane could attend by recognising the key words '\$300 for 6 lessons' in the poster (3ERW2/3 Part 2 Q.5).
- The majority of students could also recognise key words about 'school levels'. When asked who could join the basketball classes, students were able to recognise 'P.3 students' in the poster (3ERW2/3 Part 2 Q.7).

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by cohesive devices in a poster. They were able to answer that students had to bring 'water and a towel' when the ideas were linked by 'and'.

6. Students must bring _____ to the basketball lessons.



3ERW2/3 Part 2 Q.6

Primary 3 Writing

Design of Writing Papers

There are two writing tasks in the three writing sub-papers:

Tasks	Text Types
John's Picnic	Story
The Activity I Like Best	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 '*John's Picnic*', students were able to provide a factual account of the story based on the pictures with almost no supporting details. For '*The Activity I Like Best*', 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.

John's Picnic (3ERW1 / 3ERW2 Part 4)

In this writing task, students were asked to write a story about what happened when John went on a picnic with his parents based on the given pictures.





[I went to a picnic with my family]
[the monkey jumped scared us]
[Then the monkey took some food]
[and we got mad.] [Then we found the monkey]
[then he ran away.]



- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

- ◀ Uses a limited range of vocabulary: *family, food*
- Writes short and simple sentences: *I went to a picnic with my family...Then the monkey took some food and we got mad.*
- ~ Uses a limited range of cohesive devices: *and, then*
- ▲ Makes some grammatical mistakes: *...the a monkey jumpped scared us...The monkey then he ran away.*
- Makes one spelling mistake: *jumpped (jumped)*

Student Exemplar 2



Handwritten text on lined paper with annotations:

[today, My mum My dad and me go
to a May Park] [one moakey jump table
take some apple.] [dad is angry. Monkey
take apple hind, dad find apple. I was
happy]

Annotations include:

- Boxed '1' above 'today' and 'one moakey'.
- Boxed '2' above 'Monkey'.
- Arrows pointing from the text to the illustrations on the right.
- A large arrow pointing from the text to the top illustration.

Illustrations on the right show the family at the table and a monkey jumping over the table.

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: *today, happy*
- Writes short and simple sentences: *today, My mum My dad and me go to a May Park...dad is angry...I was happy.*
- ~ Uses a limited range of cohesive devices: *and*
- ▲ Makes some grammatical mistakes: *today, My mum My dad and me go to a May Park...Monkey take apple hind, dad find apple...*
- Makes one spelling mistake: *moakey (monkey)*

The Activity I Like Best (3ERW3 Part 4)

In this writing task, students were asked to write about the activity they liked best with the help of prompts.



Student Exemplar 3

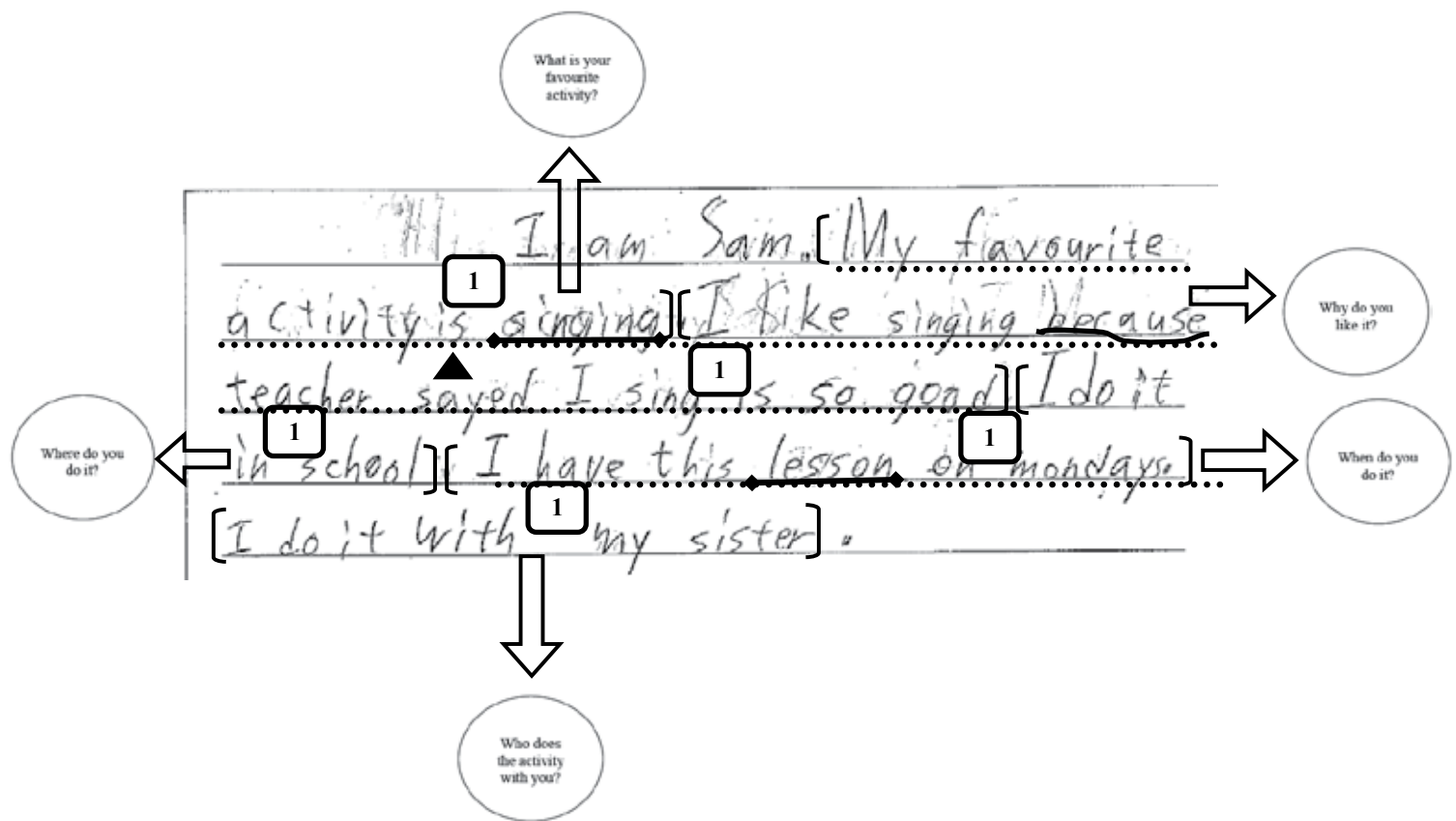
Content:

- 1** Provides brief and relevant ideas to the questions

Language:

- ◆ Uses a limited range of vocabulary: *drawing, painting*
- Writes short and simple sentences: *My favourit Activity is drawing because I like painting. I go to the art class to draw. I draw with my brother.*
- ~ Uses a limited range of cohesive devices: *because, So*
- ▲ Makes one grammatical mistake: *The teacher thier teaches me drawing. So my favourit activity.*
- Makes some spelling mistakes: *favourit (favourite), thier (there)*

Student Exemplar 4

**Content:**

1 Provides brief and relevant ideas to the questions

Language:

- ◆◆ Uses a limited range of vocabulary: *singing, lesson*
- Writes short and simple sentences: *My favourite activity is singing. I like singing because teacher sayed I sing is so good...I have this lesson on Mondays.*
- Uses a limited range of cohesive devices: *because*
- ▲ Makes some grammatical mistakes: *...teacher sayed I sing is so good.*

Primary 3 Speaking

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 2018

Primary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- discriminate numbers and ending sounds
- 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.

Discriminating a Small Range of Numbers

- The more able students were able to discriminate numbers. They could distinguish '50' from '5', '15' and '55' (3EL1/2 Part 1B Q.3).

Discriminating a Small Range of Ending Sounds

- The more able students could discriminate ending sounds 'ock', 'od', 'on' and 'oy'. They were able to identify the name of Anna's dog as 'Roy' from 'Rock', 'Rod' and 'Ron' (3EL2/3 Part 2 Q.1).

Understanding the Connection between Ideas Using Cohesive Devices

- The more able students could understand the connection of ideas contrasted by 'but'. They were able to understand what happened to Anna when she wanted to get her hat back when they heard:

Mum: *A strong wind blows Anna's hat into the river. She wants to get it back. **But** she is careless and falls into the water.*

6. When Anna wants to get her hat back, _____.
- ☐ A. a strong wind blows
 - ☐ B. she shouts at her dog
 - ☒ C. she falls into the river
 - ☐ D. she swims in the river

3EL2/3 Part 2 Q.6

Primary 3 Reading

Good Performance in Reading Tasks

Students with good performance were able to:

- recognise key words on familiar topics
- understand the connection between ideas with causal relationship
- 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 on Familiar Topic

- The more able students could recognise key words on familiar topics about activities. They could identify that Santa was going to take photos with students by referring to the information in the poster ‘Come and take a photo with Santa.’

5. Santa is going to _____ with the students.

- ☐ A. sing Christmas songs ☒ B. take photos
☐ C. draw Christmas trees ☐ D. write Christmas cards

3ERW1 Part 2 Q.5

Understanding the Connection between Ideas with Causal Relationship

- The more able students could understand the connection of ideas linked by ‘because’ in a story. They were able to identify the reason why Tom thanked Jack by referring to the story ‘Tom thanks Jack because Jack gives him a new toy.’.

6. Why does Tom thank Jack?

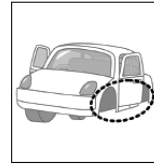
- ☐ A. Jack cleans the car windows.
☐ B. Jack loves old toys.
☒ C. Jack gives him a new toy.
☐ D. Jack likes to help people.

3ERW1/2 Part 3 Q.6

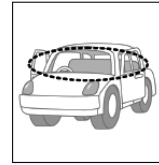
Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

- The more able students could predict the meaning of unfamiliar words in the story with the help of contextual clues and pictorial cues. They could correctly predict the meaning of the unfamiliar word 'wheels' with the help of the contextual clue 'and cannot go fast' and the pictorial cues given in the options.

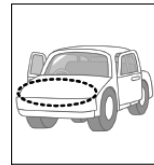
4. Read lines 7 – 8. Which picture shows the toy car?



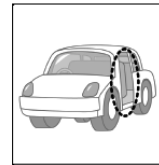
☒ A.



☐ B.



☐ C.




☐ D.


3ERW1/2 Part 3 Q.4


Primary 3 Writing

For 'John's Picnic', 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 'The Activity I Like Best', 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.

John's Picnic (3ERW1 / 3ERW2 Part 4)**Student Exemplar 5**

1 [Today, Mom, Dad and John went to picnic, they bring bananas and apple.] 

1 [Suddenly, a monkey jumped to their table, they felt very scared.] 

[The monkey took our bananas, they felt very angry, so they chased it.] 

2 [At last the monkey climbed up to a tree, so they can't reach it.] 1

Content:

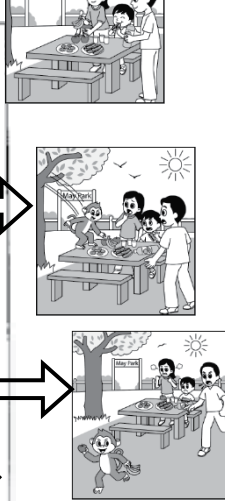
- 1 Provides a story with some supporting details
- 2 Provides an ending to the story

Language:

- ◆ Uses a small range of vocabulary: *table, felt, chased, climbed up, reach*
- Uses a small range of sentence patterns: *The monkey took our bananas, they felt very angry, so they chased it. At last, the monkey climbed up to a tree, so they can't reach it.*
- Uses a small range of cohesive devices: *and, so*
- ▲ Makes a few grammatical mistakes: *...Mom, Dad and John went to picnic...At last the monkey climbed up to a tree, so they can't reach it.*

Student Exemplar 6

[1] In the morning, me, Dad and Mum went to a picnic at May Park. We brang bananas, apples and more. [1] Then, a monkey jumped out of the tree! We felt scared. [1] Then, the monkey took our fruits! In the end, we tried to catch it. But it ran away. [2] We went back home by bus. We very unlucky!]


Content:

- 1 Provides a story with some supporting details
- 2 Provides an ending to the story

Language:

- ◆◆ Uses a small range of vocabulary: *and more, jumped out of, tried to catch, unlucky*
- Uses a small range of sentence patterns: *We brang bananas, apples and more. Then, a monkey jumped out of the tree! We felt scared. Then, the monkey took our fruits!*
- Uses a small range of cohesive devices: *Then, But*
- ▲ Makes a few grammatical mistakes: *In the morning, me, Dad and Mum went to a picnic... We very unlucky!*

The Activity I Like Best (3ERW3 Part 4)**Student Exemplar 7**

The image shows a handwritten student response on lined paper. The text is: "[My favourite activity is football.] I like it because it is fun. I always play football with my friends in the park on Sunday. I do not like raining because we cannot play the football together. I have learn football on Monday on five o'clock to six thirty in the evening." The text is annotated with several elements:

- A circle with "Why do you like it?" has an arrow pointing to "fun".
- A circle with "What is your favourite activity?" has an arrow pointing to "football".
- A circle with "Who does the activity with you?" has an arrow pointing to "friends".
- A circle with "Where do you do it?" has an arrow pointing to "in the park".
- A circle with a question mark "?" has an arrow pointing to "we cannot play the football together".
- A circle with "When do you do it?" has an arrow pointing to "on Monday on five o'clock to six thirty in the evening".
- Numbered boxes (1) are placed at the end of several sentences: "I always play football with my friends in the park on Sunday.", "I do not like raining because we cannot play the football together.", and "I have learn football on Monday on five o'clock to six thirty in the evening."
- Arrows indicate sentence boundaries and specific vocabulary words like "fun", "raining", "together", and "evening".
- A circle around the word "friends" is labeled with a circle containing the letter "O".

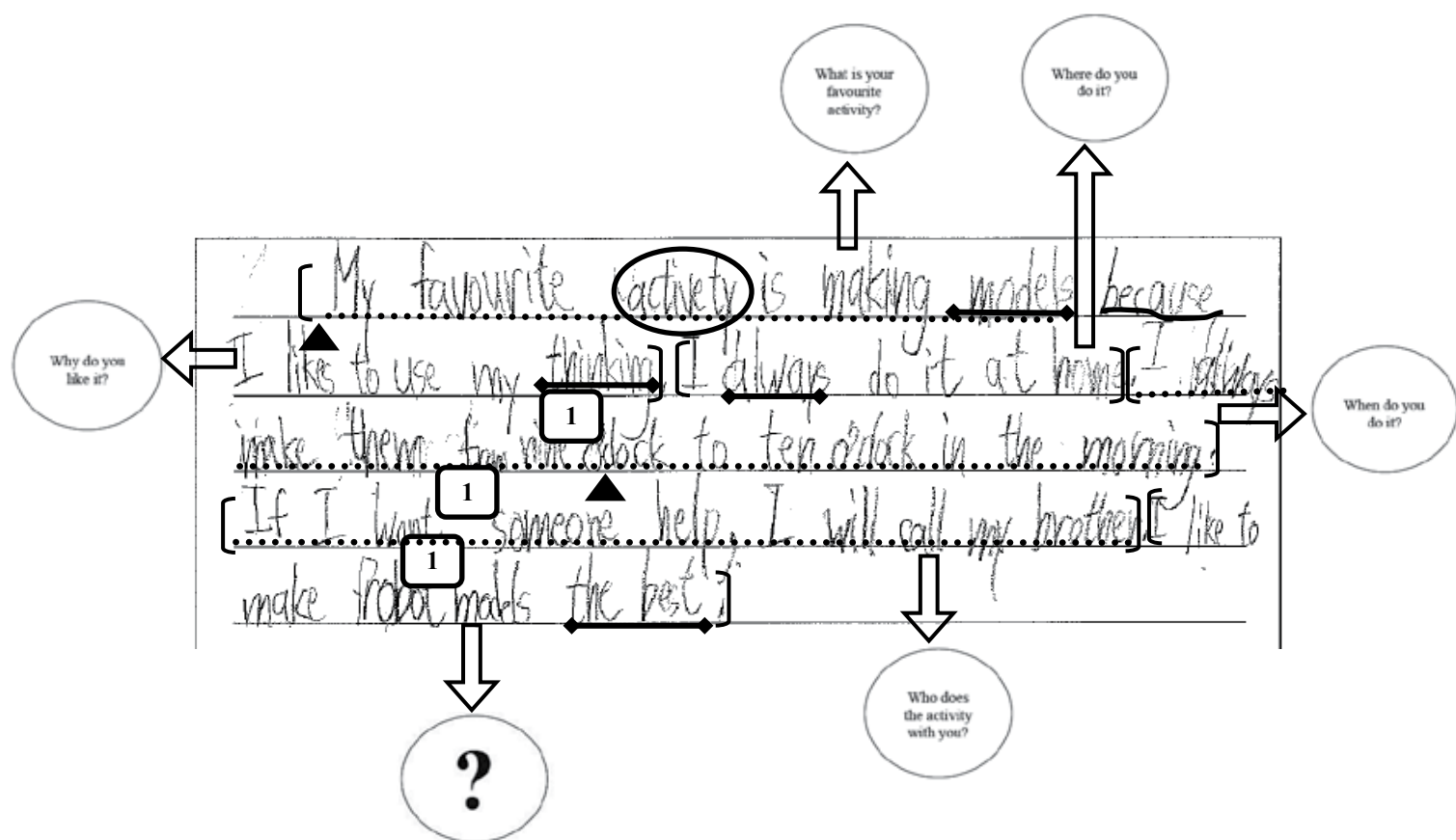
Content:

- 1 Provides relevant ideas to the questions with some supporting details

Language:

- ◆ Uses a small range of vocabulary: *fun, raining, together, evening*
- Uses a small range of sentence patterns: *I always play football with my friends in the park on Sunday. I do not like raining because we cannot play the football together.*
- ~ Uses a small range of cohesive devices: *because*
- ▲ Makes a few grammatical mistakes: *I have learn football on Monday on five o'clock to six thirty in the evening.*
- Makes one spelling mistake: *frends (friends)*

Student Exemplar 8

**Content:**

- 1 Provides relevant ideas to the questions with some supporting details

Language:

- ◆◆ Uses a small range of vocabulary: *models, thinking, always, the best*
- Uses a small range of sentence patterns: *My favourite activity is making models...I always make them from nine o'clock to ten o'clock in the morning. If I want someone help, I will call my brother.*
- Uses a small range of cohesive devices: *because*
- ▲ Makes a few grammatical mistakes: *...because I likes to use my thinking...If I want someone help...*
- Makes one spelling mistake: *activety (activity)*

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 enjoyment of food, appreciation of things, and express emotions when reading these texts:

They are very yummy! (3ES01)

They are beautiful! (3ES07)

We all have a good time! (3ES09)

Expression of Personal Experiences

- Students with good speaking skills could provide relevant answers to most of the questions. Some elaboration on their answers was given. Students were able to respond naturally and readily to the questions.

Picture Description

- Students with good performance could provide relevant answers to most of the questions naturally and readily with some elaboration. They were able to speak clearly and readily with very few pronunciation mistakes.

General Comments on Primary 3 Student Performances

Primary 3 Listening

- Students could identify key words in both conversations and stories. They were able to follow the conversations between speakers and the development of the story.
- Students were able to identify key words on familiar topics (e.g. school subjects). They could also identify key words related to daily life experiences (e.g. time, public transport).
- Students were able to understand the connection between ideas using cohesive devices such as ‘also’ and ‘and’. Some students could also understand ideas in the spoken texts linked by ‘because’.
- Students were able to understand basic differences in intonation when speakers were puzzled, scared and excited.
- 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. prices, food items) and those related to daily life experiences (e.g. group of people, numbers). With the help of straightforward contextual clues and pictorial cues, students were able to get the correct answers.
- Students were generally able to understand the connection between ideas using cohesive devices such as 'and'. Students could also understand the connection of ideas in posters and menus.
- Students could understand the connection between ideas by following pronoun references in a story.
- With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in a story. 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 '*John's Picnic*', students were given word prompts 'bring', 'monkey / jump / scared' and 'take / angry' for the three pictures and were asked to write a story about what happened when John went on a picnic at May 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. Students were familiar with the topic 'picnic' and provided relevant ideas related to the pictures.
- In '*The Activity I Like Best*', students were asked to write about their favourite activity. Question prompts were given to help students write: '*What is your favourite activity?*', '*When do you do it?*', '*Who does the activity with you?*', '*Where do you do it?*' and '*Why do you like it?*'. Students were able to respond to the questions with relevant ideas, indicating that students were familiar with the topic. The ideas provided by the students were quite clear.

John's Picnic

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 'monkey', 'jump' and 'angry': *Today, I and Mum, Dad go to the May Park, We eat apple and hot dogs. A monkey jump and take apple. We are angry, we go home.* The description was quite clear.
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:

- *One day, John and his parents went to May Park to have a picnic. They found a table and settled there. Suddenly, a monkey jump out of a tree and took their fruits. John' father was furious and tried to catch the monkey but failed. The monkey carelessly stepped into a trap and John's family had a fun picnic.*

Providing an Ending to the Story

- Students were able to provide a brief ending to the story:
 - *They were sad. So they go home.*
 - *At last we go back to home and never go this cuntry park.*
 - *So they catch the monkey and take the food. They feel happy.*
 - *We are angry. The monkey run away.*
 - *Dad is angry. Dad is fight the monkey.*
- The more capable students were able to end the story with some supporting details.
For example:
 - *In the end, they can eat the cookies and the hot dog, but not the fruits. What a bad day!*
 - *Finally the police came to May Park and they used a gun to shut the naughty monkey and the monkey died.*

Using Word Prompts in the Pictures

- Some students used the word prompts given in the first picture to write the story: *Last weekend, I, Mum and Dad went to May 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: 'today', 'sunny', 'hotdog', 'table', 'eat', 'run', 'sad'. The sentences given were usually short and simple, e.g. 'Mum bring some food and a monkey jump on a desk...'.
 - Some students were able to use cohesive devices such as 'then', 'and', 'because' and 'so' to link 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:

- *Suddenly, a monkey jumped out from the tree beside them. The family was frightened...John's father was furious and chased after the monkey. At last, the monkey climbed up the tree beside them and started eating the bananas. John's father sighed, "What a sad day!"*

The Activity I Like Best

Providing Ideas Based on the Question Prompts

- Students were able to write about their favourite activity. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to tell where they went to do the activity, when they did it and who did it with them. They could also write about the reasons they liked it. Relevant and brief ideas were given:
 - *My favourite activity is playing football. I like football because I can run fast so I always win. I always play football with my brother on Sunday. I always play football in a park.*
- 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: *'My favourite activity is drawing. I like it very much. It's the best activity in the world. I like drawing because it is fun. I am good at art.'*

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: 'swimming', 'drawing', 'Sunday', 'in the park', 'my brother', 'fun', and 'happy'. The sentences written by students were short and simple, e.g. *'We are happy in the singing lesson.'*, *'I like playing basketball.'*, *'I do it with my sister.'*. Some students were able to link ideas using 'and', 'when' 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:
 - *I love singing because when I am sad music makes me happy. All morning, I sing to my cat Mochi, it's very lovely.*
 - *I also join a soccer class. It is on Friday night. It was from eight thirty to ten. I enjoy every class. I like soccer and soccer is the best sport.*

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 common mistakes were found in students. They dropped end consonants in 'wings', 'lessons', 'pictures', and 'friends'. They also dropped /ks/ in 'box'. They were unable to pronounce blends in 'classmate' and 'friends'. When reading the texts aloud, some students also mispronounced words such as 'cook', 'honey', 'parents', 'family', 'sand', 'after', 'early', 'colours', 'pencil', 'weekend', 'visit', 'strong' and 'together'.
- Some students mispronounced 'mother' as 'mum', 'chicken' as 'kitchen', 'fruit' as 'food', 'very' as 'every', 'cool' as 'cold', 'They' as 'There', 'July' as 'June' and 'snacks' as 'snakes'.

Expression of Personal Experiences

- Many students were able to provide relevant responses to the questions from the oral examiners. Students were generally able to provide relevant answers to Wh-questions (e.g. 'What do you like to do on hot days?', 'Where do you do your homework?', 'Who do you want to see on your birthday?').
- Students had difficulty in answering some questions. When asked 'What does it look like?' in 3ES01 (*Favourite Fruit*), some students were unable to provide an answer even though the prompt 'What colour/size is the fruit?' was given. Some students also found it difficult to provide answers about dates (e.g. 'When is your birthday?').

Picture Description

- Students in general 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 boy doing?', 'Where are these people?', 'How does the woman feel?', 'What does the teacher say to the girl?').
- 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?').
- Students did not have the vocabulary to describe actions. Some were unable to respond to question like 'What is the woman doing?' in 3ES02 (*At the Fast Food Shop*); they did not know how to say that the woman was cleaning the table due to a lack of vocabulary. They also used inappropriate vocabulary items when answering questions. For example, when asked 'What is the old man doing?' in 3ES06 (*Late at Night*), some students said the old man was 'watching newspaper' instead of 'reading newspaper'.

Overview of Primary 3 Student Performances in English Language in 2016-2018

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 2016-2018

Year	% of Students Achieving English Language Basic Competency
2016	81.1
2017	81.1
2018	80.8

A comparison of the strengths and weaknesses of P.3 student performances in 2016-2018 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 2016-2018

Reading Year	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> 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. 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. Students could understand the connection of ideas by following pronoun references in a story. Students were able to predict the meaning of unfamiliar words in a poster with contextual clues and pictorial cues. 	<ul style="list-style-type: none"> 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. Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or'). Students were able to 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. Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues. 	<ul style="list-style-type: none"> Students were able to identify key words on familiar topics (e.g. prices) and those related to daily life experiences (e.g. group of people). Contextual clues and pictorial cues were found to be useful to students. Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'and'). They could also understand the connection of ideas in posters and menus. Students could understand the connection between ideas by following pronoun references in a story. With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in a story. 	<ul style="list-style-type: none"> Predicting the meaning of unfamiliar words was still a challenge for some students.
Weaknesses	<ul style="list-style-type: none"> Only the more able students could follow pronoun references across a few lines. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Only the more able students could identify key words about activities in the poster. Only the more able students could understand the connection of ideas with causal relationship. 	

Year Writing	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> 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. In 'My Favourite Lesson', students were generally able to respond to the questions with brief but relevant ideas. Some students were able to use cohesive devices to link ideas (e.g. 'because', 'and'). 	<ul style="list-style-type: none"> 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. 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). Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because'). 	<ul style="list-style-type: none"> Students were able to provide a factual account of the story about 'John's Picnic' with almost no supporting details. 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. For the writing task 'The Activity I Like Best', students could write about the activity they like best with given prompts (e.g. where they went to do the activity). Students were able to use cohesive devices such as 'then', 'and', 'because' to link ideas. 	<ul style="list-style-type: none"> 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.
Weaknesses	<ul style="list-style-type: none"> Some students only provided brief ideas in their writing. Spelling mistakes were common among students. Grammatical mistakes (e.g. subject-verb disagreement) were still common in students' writing. 	<ul style="list-style-type: none"> Only the more able students were able to provide ideas with some supporting details. Spelling mistakes were common among students. Students made some grammatical mistakes (e.g. error in tenses) in their writing. 	<ul style="list-style-type: none"> Only the more able students were able to provide ideas with some supporting details. Spelling mistakes were common among students. Students made some grammatical mistakes (e.g. subject-verb agreement) in their writing. 	

Year Listening	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> 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. 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'. Students could understand basic differences in intonation when speakers expressed excitement, surprise and fear. Students were able to discriminate words with a small range of consonant sounds. 	<ul style="list-style-type: none"> 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. Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but). 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'). Students were able to distinguish basic differences in intonation (e.g. happy, surprised). 	<ul style="list-style-type: none"> Students were able to identify key words on familiar topics (e.g. school subjects). They could also identify key words related to daily life experiences (e.g. public transport). Students were able to understand the connection between ideas using cohesive devices (e.g. 'also', 'and'). Some students could also understand ideas in the spoken texts linked by 'because'. Students could distinguish a small range of initial consonants and vowel sounds (e.g. 'Jerry' from 'Kerry', 'Perry' and 'Terry'). Students were able to understand basic differences in intonation when speakers were puzzled, scared and excited. 	<ul style="list-style-type: none"> Students were able to identify key words on familiar topics/related to daily life experiences in the spoken texts. Students also showed understanding of the connection between ideas using cohesive devices.
Weaknesses	<ul style="list-style-type: none"> Some students were unable to identify key words with distractors built into the spoken text. 	<ul style="list-style-type: none"> Some students were unable to understand the connection between ideas when the ideas were connected by 'so'. 	<ul style="list-style-type: none"> Students were unable to identify the connection of ideas contrasted by 'but' in the spoken text. Students with good performance could distinguish '50' from '5', '15' and '55'. 	

Year Speaking	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> For 'Reading Aloud', many students were able to read most of the texts aloud fluently and clearly. They made very few pronunciation mistakes. For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. In 'Picture Description', many students were able to provide relevant responses naturally based on the pictures. 	<ul style="list-style-type: none"> In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes. In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation. 	<ul style="list-style-type: none"> For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. For 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes. 	<ul style="list-style-type: none"> Students in general were able to respond to questions with relevant answers related to personal experiences and the pictures. However, students had difficulty in answering questions that asked for their opinions on an action.
Weaknesses	<ul style="list-style-type: none"> For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. brother) and they mispronounced some words (e.g. race, winner). For 'Expression of Personal Experiences', some students were hesitant in responding to 'Wh' questions (e.g. 'Do you like summer? Why? Why not?'). 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. 	<ul style="list-style-type: none"> For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'. 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?'). 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?'). 	<ul style="list-style-type: none"> For 'Reading Aloud', students dropped end consonants for words like 'wings' and 'lessons'. Some students were unable to pronounce blends in 'classmate' and 'friends'. Some students mispronounced 'fruit' as 'food', and 'snacks' as 'snakes'. For 'Expression of Personal Experiences', students had difficulty in answering some questions (e.g. 'What does it look like?'). In 'Picture Description', some students had difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?'). 	

Results of Secondary 3 English Language in Territory-wide System Assessment 2018

The percentage of S.3 students achieving English Language Basic Competency in 2018 is 69.8%, indicating a very slight increase in the percentage of students achieving basic competency in 2018 as compared to that of 2017.

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 – 5) 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 7.11a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the S.3 sub-papers is provided in Table 7.11b.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Paper					
Listening	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 7.11b Composition of S.3 Sub-papers

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
Listening	9EL1	9EL2	9EL3	L5-S-3-S3BC (ideas)	9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	30(30)	26(26)	26(26)		8(4)	8(4)
L5-L-1-S3BC (language features)	1(1)	5(5)	5(5)			
Reading	9ER1	9ER2	9ER3			
L6-R-1-S3BC (reading strategies)	27(27)	26(26)	26(26)		8(4)	0
L6-R-2-S3BC (extracting and organizing information)	0	7(7)	4(4)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L5-R-3-S3BC (language features)	2(2)	0	2(2)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
L5-R-4-S3BC (reference skills)	7(7)	3(3)	4(4)			
Writing	9EW1	9EW2	9EW3	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
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 (organization)	1(2)	1(2)	1(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 7.12 and 7.13.

Table 7.12 S.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L5-L-1-S3BC	Understanding the use of a range of language features in simple literary / imaginative spoken texts	6
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	48
TOTAL		54

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-1-S3BC L5-L-2-S3BC	Discussion with Interview – <i>Hong Kong Comic Convention & Cosplay</i> <i>9EL1 – Part 1</i> <i>9EL3 – Part 1</i>	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Interview – <i>Robbery</i> <i>9EL1 – Part 2</i> <i>9EL3 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Conversation – <i>TV Entertainment Report</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>Computer Club</i> <i>9EL2 – Part 1</i>	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>Lonely Phone</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 7.14 and 7.15.

Table 7.14 S.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	52
L6-R-2-S3BC	Extracting and organizing information and ideas from texts with some degree of complexity	7
L5-R-3-S3BC	Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts	2
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	11
TOTAL		72

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L5-R-4-S3BC	Online News Articles – <i>Short BUT Interesting Tidbits</i> <i>9ER1 – Part 1</i> <i>9ER2 – Part 1</i>	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>I Tried To Find A Dinosaur</i> <i>9ER1 – Part 2</i> <i>9ER3 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC L5-R-4-S3BC	Blog Page and Report Extract – <i>World Pet Day</i> <i>9ER1 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC	Brochure Page – <i>Gift Finder</i> <i>9ER2 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC	Website Extract, Sample Invitation and Instructions – <i>World Festivals, Christmas Invitation, Secret Santa Giveaway and Christmas Party Decorations</i> <i>9ER2 – Part 3</i> <i>9ER3 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC	Travel Brochure and Fact Sheet – <i>Japan</i> <i>9ER3 – Part 1</i>	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 7.16 and 7.17.

Table 7.16 S.3 Writing: Distribution of Items

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

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

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC	Book Review – <i>Book Review Competition</i> <i>9EW1</i>	1(12)
L6-W-3-S3BC L5-W-5-S3BC	Article – <i>SKFGLR Secondary School 60th Anniversary Celebrations</i> <i>9EW2</i>	1(12)
	Mystery Story – <i>Mystery Stories for the School Magazine</i> <i>9EW3</i>	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 7.18.

Table 7.18 S.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L5-S-2-S3BC	Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cues	Individual Presentation <i>9ESP1 – 9ESP8</i>	8
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration		
L5-S-4-S3BC	Using a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning		
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships/ interaction in familiar situations		
L6-S-6-S3BC	Using organizing techniques generally appropriately to convey meaning	Group Interaction <i>9ESG1 – 9ESG8</i>	8
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration		
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 2018

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
Hong Kong Comic Convention and Cosplay	Discussion and Interview
Robbery	Interview
TV Entertainment Report	Conversation and Report
Computer Club	Meeting and Discussion
Lonely Phone	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: Hong Kong Comic Convention and Cosplay (Discussion and Interview). This task has a section for students to fill in blanks while they listen to the discussion.

Task Content: The students are learning about a new ECA and listen to an interview about Cosplay.

Specific Information

- The majority of students were able to understand and work out the time Sarah started Cosplaying when Mark asked '*How and when did you start cosplaying?*' and Sarah answered '*Hi Mark. I started in secondary school. I joined the Cosplay Club in form 2...*'

3. Sarah started cosplaying _____.

- A. at the Comic Con
- ☒ B. in secondary school
- C. at university
- D. in primary school

9EL1/3 Part 1 Q.3

Task Name: Robbery (Interview)

Task Content: Students are being interviewed by police about a robbery that took place not far from school.

Sequencing

- Many students were able to identify the sequence of events when they heard Peter say *'We heard a loud bang and saw a man running down the street with a bag. Then we heard sirens and saw police running around.'*

3. Things happened quickly. Peter gives Constable Wong the following order: _____.

- | | |
|---------------------------|--------------------------|
| 1. man running with a bag | 2. police running around |
| 3. sirens | 4. loud bang |

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

9EL1/3 Part 2 Q.3

Task Name: TV Entertainment Report (Conversation and Report)

Task Content: Students are learning about reporting on entertainment news.

Specific Information

- Many students were able to work out who had given permission when they heard Mr. Tong say *'...The Principal has given permission for the reporters to attend events and do interviews...'*

2. The person who gave permission for the student reporters to attend events and interviews is _____.

- A. Mr. Tong
B. Sandy
C. Mrs. Belle Jones
☒ D. the principal

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

Task Name: Computer Club (Meeting and Discussion)

Task Content: The Computer Club members are meeting to discuss their entry for the computer game design competition.

Tone

- Many students were able to correctly identify how Tom felt after hearing the news.

Tom – Computer Club member: *'What? NO WAY! We slaved over that game – we all put in time and effort.'*

8. Tom is _____ about what has happened.

- A. happy
☒ B. angry
C. sad
D. afraid

9EL2 Part 1 Q.8

Task Name: Lonely Phone (Poem)

Task Content: The poem is about a phone that seems to take on a life of its own, because it seems to do strange things.

Rhyme

- On hearing the first stanza of the poem many students worked out the rhyming words.

Stanza 1

*My phone must be
a lonely phone.
It often does things
on its own.*

Stanza One

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

- ☐ A. own
☐ B. does
☐ C. be
☐ D. on

9EL2/3 Part 3 Q.1

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
Short BUT Interesting Tidbits	Online News Articles
I Tried To Find A Dinosaur	Poem
World Pet Day	Blog Page and Report Extract
Gift Finder	Brochure Page
World Festivals, Christmas Invitation, Secret Santa Giveaway & Christmas Party Decorations	Website Extract, Sample Invitation and Instructions
Japan	Travel Brochure and Fact Sheet

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 online news articles, a poem, a blog page and report extract, a brochure page, a website extract, sample invitation and instructions as well as a travel brochure and fact sheet
- locate information in a report extract and fact sheet
- identify rhymes
- identify different text types
- work out the meaning of unfamiliar expressions
- identify connections between supporting ideas and main ideas

Task Name: Short BUT Interesting Tidbits (Online News Articles)

Task Content: The task is about various news items presented online.

Contextual Clue

- The majority of students were able to work out the population of Hong Kong.

1. The population of Hong Kong is _____ million.

- A. 1.4
B. 7.35
C. 0.5
D. 60

Online News Site



9ER1/2 Part 1 Q.1

Task Name: I Tried To Find A Dinosaur (Poem)

Task Content: The poem is about a boy trying to find a dinosaur in his backyard.

Inference

- The majority of students were able to read the poem and work out why the boy tried to find a dinosaur.

7. In the poem, the boy wants to find a dinosaur because he _____.

- A. was asked to by his parents
- ☒ B. is interested in dinosaurs
- C. wants to be infamous
- D. is bored at home

I Tried to Find a Dinosaur

I tried to find a dinosaur.
I started in my yard.
I dug and dug for days and days.
The work was long and hard.



I dug through dirt and mud and muck.
I dug through rocks and soil.
My arms grew sore. My legs grew weak
from all the sweat and toil.



I shoveled tons of gravel out.
I moved a bunch of stones,
until, at last, to my surprise,
I found some fossil bones.



I put the bones together in
my bedroom on the floor.
When I was done, those bones had formed
a half a dinosaur.



My parents weren't too happy when
I told them of my goal.
I found a half a dinosaur,
but then they found the hole.



Task Name: World Pet Day (Blog Page and Report Extract)

Task Content: The blog page and report extract deal with World Pet Day and pet ownership in Hong Kong and the rest of the world.

Prediction

- Many students were able to predict what the rest of the blog would be about.


Blog Pages

8. These are only two pages of the blog. The rest of the blog will be about _____.

- ☐ A. World Pet Day events
- ☐ B. where you can get a llama in Hong Kong
- ☐ C. what to do if you don't like animals
- ☐ D. how to keep a lynx in a Hong Kong flat


Blog Pages

www.worldpetdayinhongkong.com.hk




WORLD PET DAY

To celebrate World Pet Day, we are going to be looking at some strange pets belonging to people around the world. All of these animals are dangerous. Most of us wouldn't even consider them to be pets; we would think of them as wild animals.




HEATHER the Hippo belongs to Mary and Peter Snowfeldt of South Africa. They found the baby hippo on the banks of a river near their home. The calf had been swept away from its mother. The Snowfeldts have raised Heather and she has grown into a large adult hippo who is visited by other hippos living in the area. The hippopotamus is the deadliest animal in Africa.

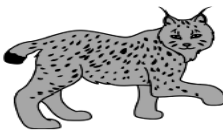


BABY is a bison. Bison once roamed the plains of America. They are sometimes called buffalo, even though they are a different species. Baby was adopted by a lonely cowboy. He follows his owner to the local bar for a drink like a loyal dog.

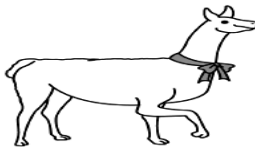
www.worldpetdayinhongkong.com.hk



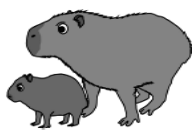
WORLD PET DAY



KAL, the lynx. A lynx looks a lot like a cat but is really quite different. Kal was adopted by a Russian family. Marie, the daughter, played with Kal as though he really was a kitten and he became a member of the family. Kal is not a baby anymore but a fully grown hunter who behaves more like a dog than a cat.



LARRY is a llama. Llamas are known to spit and smell bad! When Larry was young he was injured. His keeper took him inside her home to better care for him. When it was time to go back to the zoo he was unable to adjust and is now a permanent house guest.



CAPPY is a capybara. A capybara is a rodent, so just think of it as a big rat that can do tricks and loves to swim. His owner fell in love with the breed when she was on holiday in Venezuela. When she got home, she got Cappy who has an adorable personality and is very smart.

Task Name: Gift Finder (Brochure Page)

Task Content: The brochure page features the details of various gifts.



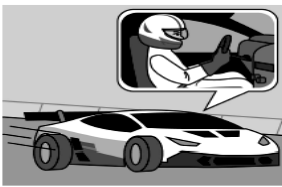

Analysing and integrating relevant points from one or more than one text

- Many students were able to work out the cheapest gift.

7. The cheapest gift is the _____.

- ☐ A. Paint A Pillowcase
- ☐ B. Foldy Invisible Keyboard
- ☐ C. Name A Star Gift Box
- ☐ D. Racing Car Experience

Brochure Page

GIFT FINDER	
<p>Don't know what to buy for that special someone because they have everything? No worries! We have <u>done the hard work for you</u>. Take a look at our special gift suggestions.</p>	
<p style="text-align: center;">FOLDY INVISIBLE KEYBOARD</p> <p>This keyboard is great for working anywhere. Just take your phone or tablet and sit at a table, or put it on any flat surface and you are good to go! Bluetooth connectivity makes it easy to use.</p>  <p>What's inside:</p> <ul style="list-style-type: none"> • Welcome Letter • Your Gift Explained – includes a simple instruction manual and link to www.foldy.com.hk • Keyboard Projector • Portable Charger • Cables <p>Cost: HK\$6,500</p>	<p style="text-align: center;">NAME A STAR GIFT BOX</p> <p>Name a real star in the night sky. The star will keep the name you choose forever! This is a special present that can also be used to remember someone by naming the star after them.</p>  <p>What's inside:</p> <ul style="list-style-type: none"> • Welcome Letter • Your Gift Explained • Star Registration Form For A New Star • Star Details Leaflet • Facts and Figures Booklet About Stars • Souvenir Poster of Your Star • Map of Location of Star <p>Cost: HK\$5,000</p>
<p style="text-align: center;">RACING CAR EXPERIENCE</p> <p>Have you ever wanted to be a race car driver? Now you have the chance with this experience. Spend the whole day at the track with a qualified professional driver.</p> <p>What's included:</p> <ul style="list-style-type: none"> • Introduction and Briefing on Driving Techniques • Hands-on Driving Session in a Race Car • Driving Certificate • Photos and Video of You Driving Around The Track • A Race Against The Professional <p>Cost: HK\$10,500</p> 	<p style="text-align: center;">PAINT A PILLOWCASE</p> <p>There are many different scenes to colour. Change the mood with a different pillowcase. We have florals, animals, abstract designs and images of famous people. We can even print a <u>made to order</u> pillowcase with the image of a loved one.</p> <p>What's included:</p> <ul style="list-style-type: none"> • Pillowcase • Set of 10 Colour Markers • Notepad  <p>Cost: HK\$550 Made to order pillow case with image: HK\$700</p>

Task Name: World Festivals, Christmas Invitation, Secret Santa Giveaway & Christmas Party Decorations (Website Extract, Sample Invitation and Instructions)

Task Content: The website extract is about festivals around the world. The additional information focuses on celebrating one festival, Christmas.

Specific Information

- The majority of students were able to work out one feature unique to Christmas celebrations.

Website Extract

2. A feature of the Christmas celebrations is _____.

- A. going for a walk to the river
- B. buying new clothes
- ☒ C. singing for others
- D. buying a sugar-candy coffin



9ER2/3 Part 3 Q.2

Task Name: Japan (Travel Brochure and Fact Sheet)

Task Content: The travel brochure highlights things that make Japan unique for visitors. The fact sheet provides facts about Japan, its islands and cities.

Connecting Ideas

- Many students were able to work out when the cherry blossoms bloom.

Travel Brochure

1. Cherry blossoms start blooming _____.

- A. in late March
- B. on television
- C. with the help of scientists
- ☒ D. in spring

Travel Brochure

LET'S VISIT JAPAN	
THE COUNTRY OF THE CHERRY BLOSSOM, RAMEN & SUMO WRESTLING	
SAKURA OR CHERRY BLOSSOM Cherry blossom time runs from early March to the end of April. This time of year is very popular with both locals and visitors. Springtime in Japan is full of images of trees <u>awash</u> with pink blossoms.	RAMEN Ramen spread from China to Japan. They are thin egg noodles served in a hot broth, flavoured with miso. Ramen are usually topped with slices of roast pork, bean sprouts, sweetcorn and butter.

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
Book Review Competition	Book Review
SKFGLR Secondary School 60 th Anniversary Celebrations	Article
Mystery Stories for the School Magazine	Mystery Story

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

Review – Book Review Competition (9EW1)

In this task, students were asked to write a book review for the Book Review Competition. Picture prompts were provided.

You are entering the 'Book Review Competition'. Look at the poster and instructions and write a review that provides information about the type of book, the author, what happens in the story, the characters, and why you like/dislike the story.

You may use some of the ideas from the poster and instructions and/or your own ideas in your writing. Write the review in about 150 words. Provide a title for your review.

INSTRUCTIONS


Book Review Competition

Instructions and Rules


Write a review of a book you have read ~
remember to provide information about the
type of book it is, the author, the storyline,
the characters, and what you like/dislike about
the book.

Write the review in at least 150 words

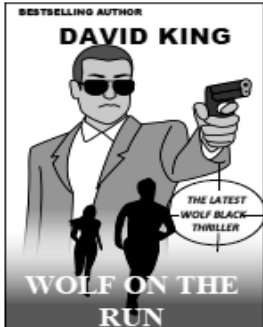
Send entry via email to
englishsociety@skfgrss.edu.hk

Entries close: 13 July 2018


ENTER NOW!

POSTER


Book Review Competition



WOLF ON THE RUN




HOUSE OF FEAR

ARCHER SMITH

WORLDWIDE BESTSELLER

Promises Made
Promises Broken



BETHANY JONES

"I stayed up all night reading."
Mary Hunt, New York Review

OR WRITE ABOUT ANOTHER BOOK
THAT YOU HAVE READ...


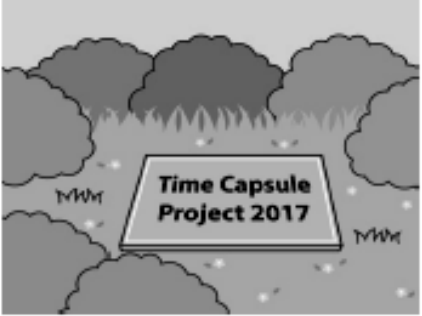

?

Article – SKFGLR Secondary School 60th Anniversary Celebrations (9EW2)

In this task, students were asked to write an article about the anniversary celebrations held at school. Picture prompts were provided.

The school celebrated its 60th anniversary last year. Write an article in which you explain the different activities that were held to celebrate the anniversary, how successful they were, why and how they benefitted students and the school community.

You may use some of the ideas from last year's poster and/or your own ideas in your writing. Write the article in about 150 words. Provide a title for your article.



 <h2 style="text-align: center;">SKFGLR Secondary School 60th Anniversary Celebrations</h2>	
<p style="text-align: center;"><i>School Musical</i> Dates: 2 – 7 January 2017</p> 	<p style="text-align: center;"><i>School Fair</i> Date: 15 February 2017</p> 
<p style="text-align: center;"><i>Time Capsule</i> Date: 29 May 2017</p> 	





Story – Mystery Stories for the School Magazine (9EW3)

In this task, students were asked to write a mystery story. Picture prompts were provided.

You are Jackie Ho, a student at SKFGLR Secondary School. Your class is writing mystery stories for the school magazine. Your teacher has given you a police report and some pictures to help you to write a story.

You may use some of the ideas from the information provided and/or your own ideas in your writing. Write the story in about 150 words. Provide a title for your story.

HK POLICE REPORT	
PARTICULARS OF THE INCIDENT:	
Reported theft	
Date: 25 May 2018	
Time of theft: between midnight and 6:30 am	
Location: House 6, Blackstone Gardens, Shatin	
Details:	
I. Homeowner called police at 6:35 am	
II. Police arrived on scene: 6:45 am	
III. House looked broken into – see attached photos/information	
IV. Items reported stolen by owners Mr. and Mrs. Branston Smith	
 	
2 watches worth HK\$5,000,000	
1 diamond necklace worth HK\$ 2,500,000	
V. Owners were asleep when the theft occurred	
VI. Owner Mr. Branston Smith discovered the broken window when he went to get a drink around 6:25 am - 6:30 am	
VII. Forensics called to dust for fingerprints	
VIII. Report filed at 9:00 am	

CASE SOLVED	
Attachment	
	
<p>The Hong Kong News</p> <p>Multimillionaire and wife arrested!</p> 	

The following Student Exemplars are written compositions of students achieving basic competence in writing and the characteristics mentioned previously.

Book Review – Book Review Competition (9EW1) - Student Exemplar 1

Title provided

1

2

3

4

5

My Review of Wolf On The Run

[Dear Editor]

I am going to express my view about Wolf On The Run by David King.

I like this book because of its story. This book is talking about some terrible things. For example, terrorism. There were three main characters. They are Vivian, Mike and Boss.

The start of the story is a bit boring. [Mike] is an explosive expert from a hotel. But Vivian and Mike are staff of the culture museum. They need to protect the statue. Unfortunately, they took from the Boss's room and saved there!

This was not very lucky. Boss wanted to kill them! Both Mike and Boss are too difficult for them now. They found go to other places to live. If I were him, I would go to other country to live. [Mike] was so excited when I reading the book before.

Finally, [Boss's] terrorism was affected. The government. Boss had caught by government.

[After I read this book, something I got to know. If you are doing some bad things, you should hold the book. Don't be too much!]

[Yours faithfully,
Cherry Wang]

Short but suitable introduction

1

Annotation - Student Exemplar 1

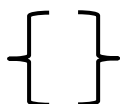
A short but appropriate introduction but review fails to mention the type of book or why the book is worth reviewing



There is a title which provides the name of the book – *My Review of Wolf On The Run*



The writer also identifies the author of the book – *Wolf On The Run by David King*



the review incorrectly takes the form of a letter to the editor with *Dear Editor* and *Yours faithfully, Chris Wong* at the beginning and end of the piece of writing



The piece has been formed into clear and distinct paragraphs that make sense but the majority deal only with the story description



The writer doesn't mention the type of book or explain why the book is worth reviewing



There is also no mention of likes/dislikes or what makes it a book worth reviewing until the last paragraph where some kind of revelation is revealed – what the reader got from reading the book, but it is not clear
The last paragraph is also not a proper conclusion



The writer also mentions the characters – *There were three main characters. They at Vivian, Mike and Boss.*



Errors in vocabulary/expression some of which do affect meaning and understanding – (some can be worked out but some are unclear as to meaning) – *they at* instead of *they are*, *an expensive stone* instead of *an expensive gem/diamond/ruby...*, *it was so excited* instead of *it was so exciting*, *Bosss' teroism was affected* instead of *Boss's terrorism affected*, *After I read this book something I got it* instead of *After I read this book I understood the message*, *I with you doing some bad things you should hold the level. Don't be too much.* – this is unclear as to meaning



Use of connectives – *finally*



Singular instead of plural – *terrible thing* instead of *terrible things*



Subject/verb agreement – *they was* instead of *they were*



Spelling mistakes are made – *teroism* instead of *terrorism*, *toke* instead of *took*

Article – SKFGLR Secondary School 60th Anniversary Celebrations (9EW2) - Student Exemplar 2

Appropriate

title



SKFGLR Secondary School 60th Anniversary Celebrations

1

Last year, our school had celebrated 60th anniversary. So that I like to talk about how they benefited students and school community.

Short but suitable introduction



2

First, The School Musical was in the school hall. was very successful activity. The Musical is from 2 to 7 January, 2017. [it had so many audience to look the Musical], the musical community was very happy about so many audience to look them.

3

Second, our school had a School Fair. [All community] had some activity in their day, and so many people participated. this big event, they had food shop, lesson and show to see, the most popular was the singing competition. the student sing very well so that she took the first.

4

last one was our school had made a Time Capsule. All students and teachers [put their must love thing] to the box and at 70th Anniversary, took is outside and put other think to the box.

5

[This is the most funny year about me.] I wish 70th Anniversary will be come soon, so that I can celebrations again school Anniversary!

Short conclusion



Annotation - Student Exemplar 2

An appropriate title is provided for the article as is a suitable introduction:
SKFGLR Secondary School 60th Anniversary Celebrations



The piece of writing has an introductory paragraph which is topic related and details the reason for writing the article



The story is divided into paragraphs that together make a cohesive article about the SKFGLR anniversary celebrations



Three activities are mentioned – school musical, school fair and the time capsule, but there is no mention of any benefits for the students or school community



There is a short conclusion



There are errors in vocabulary and expression which sometimes affect meaning
it had so many audience instead of *there were many people in the audience*, *to look the musical* instead of *to watch the musical*, *all community* is mentioned but it is unclear what or who is meant by this, *put they must love thing* instead of *put their most loved items*, *this is the most funny year about me* instead of *this was the best year for me*, *I wise* instead of *I wish*



Spelling mistakes are made – *compatition* instead of *competition*



There are tense issues – *our school had celebrated* instead of *our school celebrated*, *the musical is from* instead of *the musical was held from*, *sing very well* instead of *sang very well*



Punctuation – overuse of commas in the third paragraph so instead of there being individual sentences that make up the paragraph, there is one long sentence with parts separated by commas

Mystery Story – Mystery Stories for the School Magazine (9EW3) - Student Exemplar 3

Appropriate title T	Robbery	
1	On 25 May, 2018, a theft occurred. It was happened in House 6, Blackstone Gardens, Shatin. [The time is between] midnight and 6:00 a.m.	Introduction I
2	First, the homeowner called police at 6:35 a.m. and the police arrived on 6:45 a.m. The owners, Mr and Mrs Brownston Smith found that	
3	things are stolen. They are quite expensive including 2 watches worth HK\$5000.00 and a diamond necklace worth 2500.00. Oh my god!	
4	The theft was happen like this the owners found that were asleep when it occurred. Therefore they discovered the broken window when he went to get a drink 6:25-6:30. He called the police quickly and then the forensics called to dust for fingerprint. The report file at	Please do not write in the margin.
5	After a few days of investigating The police found that the theft is not real. It only created by the multimillionaire and his wife. Finally, they are arrested. At last, no one knows the reason.	Short but unclear conclusion C

Annotation - Student Exemplar 3

The writer has written an appropriate if short title – *Robbery*



A brief introduction has also been provided



Information has been copied from the prompts provided but it has been integrated to make a story with limited elaboration so it does seem at times that this is more of a report than a story



The conclusion isn't clearly provided



There are errors in vocabulary and expression which sometimes affect meaning – *The time is between* instead of *It was between*, *and report filed at* instead of *a report was filed*, *when he went to get a drink 6.25-6.30* instead of *when he went to get a drink around 6.25-6.30*, *it only creat* instead of *it had been made up/organised*, *At last* instead of *In the end/Finally*



Tense issues – *3 things are stolen* instead of *3 things were stolen*, *the theft was happen* instead of *the theft happened*, *the theft is not real* instead of *the theft was not real*, *they are arrested* instead of *they were arrested*, *no one knows* instead of *no one knew*



Spelling mistakes are made – *occured* instead of *occurred*, *quitely* instead of *quietly/quickly*, *poice* instead of *police*, *creat* instead of *create/organised*

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 S.3 Student Performances’.

Good Performance of Secondary 3 Students in Territory-wide System Assessment 2018

Secondary 3 Listening

Good Performance in Listening Tasks

Students with good performance did well at 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: Hong Kong Comic Convention and Cosplay (Discussion and Interview). This task has a section for students to fill in blanks while they listen to the discussion.

Specific Information

- The more able students were able to work out who Sarah was dressed as when they heard **Mark the TeenTV Reporter** say ‘*Hi Sarah. You’re a Cosplayer, dressed as Sea Star from the Japanese Manga Ocean Wide...*’
2. Sarah the Cosplayer is dressed as _____.
- A. Ocean Wide
 - B. a Japanese Manga
 - ☒ C. Sea Star
 - D. none of the above

9EL1/3 Part 1 Q.2

Task Name: Robbery (Interview).**Connection – cohesive devices**

- The more able students were capable of connecting all of Peter's information and working out the time of the robbery.

‘Peter – Student: *It was around 12.40. I was eating lunch at the Super Snack Shop with Molly and Sam. We heard a loud bang and saw a man running....’*

2. The robbery happened _____.

- ☒ A. around lunchtime
B. at the Super Snack Shop
C. at school
D. in the street

9EL1/3 Part 2 Q.2

Task Name: TV Entertainment Report (Conversation and Report)**Connection – cohesive devices**

- Students with the best performance were capable of working out why students needed permission when they heard Mr. Tong and the students talking.

‘Mr. Tong – teacher: *The principal has given permission for the reporters to attend events and do interviews, as long as there is an adult supervising.*

Roger – student: *An adult supervising. Why?*

Sandy – student: *Oh Roger, think about it. Most of those events take place at night and we're school students aged between 12 and 16. We need a supervisor to look after us – school rules.’*

3. The main reason students need permission is _____.

- A. all stars are supervised by adults
☒ B. the school rules say so
C. the supervisor can only go at night
D. stars only go out at night

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

Task Name: Computer Club (Meeting and Discussion)**Specific Information**

- Students with the best performance were capable of working out which games had upgrades and changes when they heard Tom say ‘*I worked on **Sushi Papa** and **The Hidden Treasure**. I think I still have some of the planned upgrades and changes somewhere.*’

13. Upgrades and changes may be available for _____.

- A. *Princess and Sushi Papa*
- B. *The Hidden Treasure and Enter The Deep*
- C. *Enter The Deep and Princess*
- ☒ D. *Sushi Papa and The Hidden Treasure*

9EL2 Part 1 Q.13

Task Name: Lonely Phone (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 phone and all of the things it did and was able to do.

8. The title of the poem is ‘Lonely Phone’. Another title could be _____.

- A. *The Phone Doesn’t Work*
- ☒ B. *My Phone Has A Mind Of Its Own*
- C. *My Phone Does Nothing On Its Own*
- D. *I Need A New Phone*

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 an article, a poem, brochures, a fact sheet, a website extract, sample invitation, and instructions as well as a poster and programme and a blog and report extract
- use inference skills in certain passages with familiar topics

For task contents please refer to the “*Performance of Secondary 3 Students Achieving Basic Competence in Reading Tasks*” Section.

Task Name: Short BUT Interesting Tidbits (Online News Articles)

Dictionary Skills

- Students with the best performance were capable of working out the meaning of the word ‘unique’ in conjunction with the meanings and examples provided.



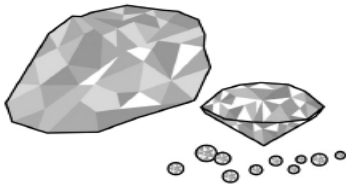
Short BUT Interesting Tidbits continued...

Sales records were broken in the Asian art world yesterday. At the sales held by Smiths & Sapphire, a rare black and blue diamond had everyone buzzing.

The diamond is unique because it is uncut, very large and has a strange colouring.

It was sold to an Asian collector for HK\$700.9 million.

Uncut diamonds can be kept in one piece or cut into smaller pieces. If it is cut into pieces, it could make the collector even more money.



8. The best meaning that corresponds to the word ‘unique’ in the story is _____.
- | | |
|--|---|
| 1. (adj.) having no equal skills
<i>Bob was unique when he played basketball.</i> | 2. (adj.) limited to a given class, situation or area
<i>The koala is a species unique to Australia.</i> |
| 3. (adj.) the only one of its kind
<i>It was a unique painting found shortly after the artist died.</i> | 4. (adj.) limited to a single outcome or result
<i>These types of problems have unique solutions.</i> |
- A. 1
B. 2
☒ C. 3
D. 4

Task Name: I Tried To Find A Dinosaur (Poem)**Main Idea**

- The more able students were able to work out the possible title for the poem after reading the poem about the boy trying to find a dinosaur.

I Tried to Find a Dinosaur

I tried to find a dinosaur.
I started in my yard.
I dug and dug for days and days.
The work was long and hard.



I dug through dirt and mud and muck.
I dug through rocks and soil.
My arms grew sore. My legs grew weak
from all the sweat and toil.



I shoveled tons of gravel out.
I moved a bunch of stones,
until, at last, to my surprise,
I found some fossil bones.



I put the bones together in
my bedroom on the floor.
When I was done, those bones had formed
a half a dinosaur.



My parents weren't too happy when
I told them of my goal.
I found a half a dinosaur,
but then they found the hole.



8. The poem is called 'I Tried to Find a Dinosaur'. It could also be called _____.

- A. I Made My Parents Angry
- B. I Found Some Bones
- C. My Yard Now Has A Hole
- ☒ D. all of the above

Task Name: World Pet Day (Blog Page and Report Extract)**Dictionary skills**

- Students with the best performance were capable of working out the meaning of the word 'factors' in conjunction with the meanings and examples provided.

Report**Pet Ownership in Hong Kong Report**

11. Look at the word 'factors'. Which meaning corresponds to the word in the section?

- | | |
|--|--|
| <p>1. (n) one of two or more numbers that when multiplied together produce a product
<i>6 and 3 are factors of 18.</i></p> | <p>2. (n) any substances necessary for a process
<i>The chemical factors needed for the recipe to work were not known.</i></p> |
| <p>3. (n) business organisations that lend money or buy and collect accounts
<i>The factors bought the accounts belonging to the bankrupt firms.</i></p> | <p>4. (n) one of the things contributing to a result
<i>Poverty is only one of the factors in the crime that he committed.</i></p> |



- A. 1
B. 2
C. 3
☒ D. 4

9ER1 Part 3 Q.11

Task Name: Gift Finder (Brochure Page)**Connection between ideas**

- The more able students understood what the procedures were after a star was named.

Brochure Page

GIFT FINDER	
<p>Don't know what to buy for that special someone because they have everything? No worries! We have <u>done the hard work for you</u>. Take a look at our special gift suggestions.</p>	
<p style="text-align: center;">FOLDY INVISIBLE KEYBOARD</p> <p>This keyboard is great for working anywhere. Just take your phone or tablet and sit at a table, or put it on any flat surface and you are good to go! Bluetooth connectivity makes it easy to use.</p>  <p>What's inside:</p> <ul style="list-style-type: none"> • Welcome Letter • Your Gift Explained – includes a simple instruction manual and link to www.foldy.com.hk • Keyboard Projector • Portable Charger • Cables <p>Cost: HK\$6,500</p>	<p style="text-align: center;">NAME A STAR GIFT BOX</p> <p>Name a real star in the night sky. The star will keep the name you choose forever! This is a special present that can also be used to remember someone by naming the star after them.</p>  <p>What's inside:</p> <ul style="list-style-type: none"> • Welcome Letter • Your Gift Explained • Star Registration Form For A New Star • Star Details Leaflet • Facts and Figures Booklet About Stars • Souvenir Poster of Your Star • Map of Location of Star <p>Cost: HK\$5,000</p>

4. After naming, the star also has to be _____.

- A. explained in detail
- B. located on a map
- C. registered
- ☒ D. all of the above

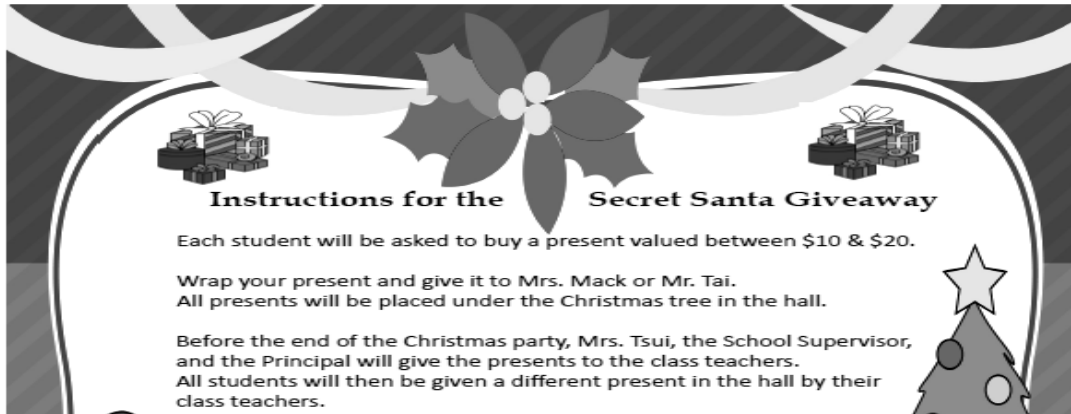
9ER2 Part 2 Q.4

Task Name: World Festivals, Christmas Invitation, Secret Santa Giveaway & Christmas Party Decorations (Website Extract, Sample Invitation and Instructions)

Specific Information

- Students were able to work out who would give the presents to the students.

Instructions for the Secret Santa Giveaway & School Decorations for the Christmas Party



Instructions for the Secret Santa Giveaway

12. The person(s) who will hand out the Secret Santa presents to students is/are _____.

- A. Mrs. Mack and Mr. Tai
- B. the Principal
- C. Mrs. Tsui
- ☒ D. the class teachers

9ER2/3 Part 3 Q.12

Task Name: Japan (Travel Brochure and Fact Sheet)

Connection between ideas

- Able students were able to ascertain why there are not many foreign sumo wrestlers.

SUMO WRESTLING...

is a professional sport in Japan. It is also a way of life. The wrestlers fight in a ring called a dohyo. They also wear a special hair style called an oichomage. The sport appeals to many foreigners because it is exotic. Many have tried to break into the ranks but few succeeded until recent years. The language factor has made it difficult, as has the way of life of the sumo wrestler.



Travel Brochure

7. Not many foreigners are sumo wrestlers because _____.

- A. sumo wrestling is very dangerous
- ☒ B. it is a difficult sport to get into
- C. only Japanese men know how to wear the oichomage
- D. foreigners are not allowed in the dohyo

9ER3 Part 1 Q.7

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

Book Review – Book Review Competition (9EW1) - Student Exemplar 4Title
providedMy Review of Sakura in High SchoolInteresting
introduction

1

Do you know what sakura is? It is a kind of flowers that is amazingly popular in Japan. It has its own specific colour of pink which [catches visitors' eyeballs]. Most importantly, it represents romance, especially between the youth. Therefore, "Sakura in High School" is certainly a romance and also a comedy.

2

Writing such a brilliant storyline needs a great author. Doubtlessly, Miyawaki Sakura is one of the best writers in the world. Writing about 50 books, all of them are ranked at the top. "Sakura in High School" has been the bestseller in Amazon and New York Daily for 2 years. [Such a gorgeous remark can surely persuade you to read this book.]

3

To judge a book whether it is good or bad not only having a scan of the author, but also having a review of the book. "Sakura in High School" is about a loving story between a poor girl and a rich boy. Can you imagine how a poor girl can [draw attention of] a rich boy? [With no hesitation] the girl must be very attractive and nice. The girl in the book is called Hana. Although Hana [lives in a poor condition] [she doesn't feel reluctant to her condition]. Besides, she studies hard and always comes the first in her class as a result. Daniel, the rich boy, [sits as a neighbour side to Hana]. Daniel was a lazy bone before she meets Hana and his life turns from meaningless one to a meaningful one. Daniel's life become much funny and worthy because of Hana's existence. Hana is very nice to him, although he was a bully. She teaches him patiently and makes Daniel fall in love with Hana. However, life isn't perfect all the time. Hana is [afraid of being a couple with Daniel] although she loves him very much as their condition is totally different and has a great contrast. But remember an old saying, "Nothing is insurmountable if you set your mind on it." Love helps break the curse and they marry together in the future under the sakura tree romantically.

4

Reading the whole book, Hana is certainly my favourite character. Being unstoppable, she doesn't give up to her poor living condition and fights for a better life continuously. Her bravery to fight against poor is worth learning. Furthermore, she is always nice and kind to people, although they have been a kind of bullies.

5

Life isn't difficult to go. It just depends on what you think. Most importantly, it depends on whether you have actions to cope with it.

6

Loving someone is easy but maintaining a loving relationship is very hard. However, if you truly love someone that can give her or him all the things you have and with your heart, congratulation. You get the message behind this story.

Therefore, I like this book.

Short
conclusion

Annotation - Student Exemplar 4

This is a good piece of writing that has an appropriate title – *My Review of Sakura in High School* and a simple but effective introduction

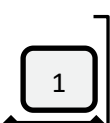


The writer designates the type of story that is being reviewed – *a romance and also a comedy*



It also has an extremely short conclusion and opinion of the book – *Therefore I like this book.*

Features of a book review are evident



The story is described in detail



The first paragraph starts with a question which is an interesting way to get the reader's attention



The writer is indirect in saying that what is written is a review – *To judge a book whether it is good or bad.....but also having a review of the book.*



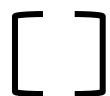
Ideas are generally expressed clearly and effectively with elaboration and the writer talks about the characters Hana and Daniel, the differences in their lives, and the message of the book



The third paragraph is the longest and proceeds to explain the storyline of the book



Some spelling mistakes are made – *romanticly* instead of *romantically*, *truely* instead of *truly*, *congradulation* instead of *congratulations*



Expressions/vocabulary used are good but there are attempts to use more difficult structures and this is where mistakes are made – *catches visitors eyeballs* instead of *catches visitors' attention*, *Such a gorgeous remark can surely persuade you to read this book* instead of *A great recommendation for a book*, *draw the attention of* instead of *get the attention of*, *with no hesitation* instead of *without a doubt*, *lives in a poor condition* instead of *lives in a bad neighbourhood*, *lives in a cheap/crappy house/home*, *she doesn't feel reluctant to her condition* instead of *she is not embarrassed by her home*, *sits as a neighbour side to Hana* instead of *sits next to Hana*, *afraid of being a couple with Daniel* instead of *afraid of being together with Daniel*, *afraid of being Daniel's girlfriend*

Article – SKFGLR Secondary School 60th Anniversary Celebrations (9EW2) - Student Exemplar 5

Title provided

SKFGLR Secondary School 60th Anniversary Celebrations

1 The school celebrated its 60th Anniversary last year. Varieties of activities were held such as the School Musical, the School Fair, the Barbecue Day etc.

2 On 2-7 January 2017, the School Musical was held. Students from different forms and classes cooperated and performed a musical together. The musical ..., performed was 'Snowwhite', which is a story about a prince saving a princess who was poisoned. Our teacher, Miss Chan, who was once the member of Hong Kong Musical Club joined in this activity. The show was a great success. Parents, teachers and students clapped their hands after the show. (, which was very successful,)

3 On 15 February 2017, the School Fair was held. Students brought their relatives, family and friends to join the activity. In the School Fair participants bought tickets, which are ten dollars each to join different stall games and get snacks. It was a great success. All participants felt joyful and enjoyable. Joining the School Fair. In addition, the School Fair helped raise money for the school for further development by selling tickets.




4 On 25 December 2017, the Barbecue Day was held. Parents, teachers and students joined the activity. Something special was that the activity was held on Christmas. Participants enjoyed a wonderful time on this unique day. Moreover, all participants paid a fee of eighty dollars in order to join the activity. As a result, the activity helped raise money for the school for further development. Students could get more (and better) learning resources, such as more books in the library, have new computers to use, etc.

5 In conclusion, celebrating the school's 60th anniversary last year, different activities were held. The activities were a great success. Parents, teachers and students enjoyed a great time. Furthermore, it helped raise money for the school for further development, helping students to get more learning resources.






Suitable introduction


Suitable and appropriate conclusion to the article

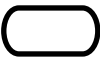
Annotation - Student Exemplar 5


-  An appropriate title is provided for the article – *SKFGLR Secondary School 60th Anniversary Celebrations*
-  The writer has provided an introduction which outlines the start of the article.
-  The conclusion is appropriate and contains an explanation/reiteration of the benefits of the activities

The purpose of writing is clear.

-  The piece has been formed into paragraphs that make sense and link together to form a complete article
-  The writer explains three activities and provides an explanation of why the activities were beneficial except that for all three activities mentioned, the
-  benefits are the same – *raising money for the school for further development*
- 
- 

-  The writer uses *etc.*, it is better to write everything out in full, particularly in this case as there would not be a never ending list of activities or things the school would be able to buy for the students with the money raised

-  Some minor spelling mistakes are made – *coorporated* instead of *cooperated*, *poisened* instead of *poisoned*

-  Some errors in expression have also been made but these do not affect meaning or understanding — *varieties of activities were held* instead of *a number of various activities were held*, *in the school fair* instead of *at the school fair*, *all participants felt joyful and enjoyable* instead of *all participants felt joy and enjoyed themselves*, *was held on Christmas* instead of *was held before/at Christmas time/on Christmas Day*, *raise money for the school for further development* instead of *raise money for the further development of the school*, *enjoyed a great time* instead of *had a great time/enjoyed themselves*

-  *to join* instead of *take part in/participate in/attend*

Mystery Story – Mystery Stories for the School Magazine (9EW3) - Student Exemplar 6

Title provided

The Theft

Relevant introduction

1

Last month, [there was an accident.]
On 25 May, a theft occurred in Shatin.
Some things were somehow stolen, which were 2 watches and one diamond necklace worth HK\$ 7,500,000 in total.

2

The owner didn't know [the theft was occurring] until he discovered the broken window when he wanted to get a drink around 6:30 am.

3

Shocked, he called police and the police arrived on scene very soon. When the police arrived, they saw pieces of broken glass on the floor and footprints outside the door.

4

One policeman asked the owner, Mr. Branston Smith, 'Did you hear any sound?'

'No, my wife and I were asleep, we heard nothing. Yet minutes ago I woke up and I wanted to drink some orange juice. As the result, I saw these.'

5

The police took some photos, then the forensics were called to dust for fingerprints.

6

After all clues were collected, the policeman promised Mr. Smith that they would find out who was behind this.

7

Days later, the police caught a man, Thomas Johnson, who was a suspect, as the fingerprints were his.

8

Questioned by police, Thomas finally revealed the people who hired him — the millionaire John Evans and his wife.

9

Soon, John Evans and his wife were caught by the police. They then told the police the reason.

John Evans's wife, June, was a greedy woman. She had much money, many expensive jewels. However, she wanted more. John couldn't convince her and decided to hire some thieves through the dark web.

10

Mr. and Mrs. Branston Smith were the targets because they had bad relationship with Mrs. Evans, John didn't like them either.

11

Therefore, they hired a thief and he was given a mission, then Mr. Smith's jewels were stolen.

12

They were planning to kidnap Mr. and Mrs. Smith's children. It failed because John and June Evans were caught. More than that, they were the people who were behind most of the theft cases in these months.





13

As the result, John, June Evans and the thieves they hired were under arrest. The jewels were given back to Mr. Smith and his wife, and the dark web site was blocked.

Appropriate conclusion

C

Annotation - Student Exemplar 6

-  Appropriate title provided – *The Theft*
-  An introduction that sets the scene and start of the story has been provided
-  The writer has included dialogue which adds to the story
-  Appropriate conclusion

The writer uses paragraphing, but some paragraphs are only one sentence long. Organisation of the writing could be better and would result in more defined paragraphing and fewer one-sentence paragraphs.

1-13

The piece has a clear introduction, body and conclusion.



The writer used the information provided in the prompts but also added to it to round out the story – the owner went to drink *orange juice*, there is a *dark web site* that is used to hire the thief, the people who were robbed were targets, there was also a plan to kidnap Mr. and Mrs. Smith's children but that failed, there were three people behind the thefts – the thief and the masterminds



Good range and use of topic specific vocabulary and expressions – *questioned by police, who was a suspect as the fingerprints were his, find out who was behind this, who hired him, greedy woman, they hired a thief, he was given a mission*



There are minor errors in expression but they do not affect meaning– *there was an accident* instead of *there was an incident*, *as the result* instead of *as a result*, *much money* instead of *lots of money*, *they had bad relationship with* instead of *they had a bad relationship with*, *theft cases* instead of *thefts/cases of theft*, *in these months* instead of *during these few months/in these few months*



Tense – *the theft was occurring* instead of *the theft had occurred*

Secondary 3 Speaking

Individual Presentation

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 Interaction

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.
- Students were also able to work out the sequence of events.
- 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 in different text types.
- Most students were capable of locating information in simple charts.
- Students were also able to analyse and integrate relevant points from one or more than one text.
- Many students could interpret the meaning of unfamiliar words and expressions using contextual clues/provided meanings and examples.
- 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/details that support a main idea using the information provided.
- Many students were able to work out simple rhymes when reading a poem.

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 – Book Review – Book Review Competition and student exemplar #5 – Article – SKFGLR Secondary School 60th Anniversary Celebrations and exemplar #6 – Mystery Story – Mystery Stories for the School Magazine)
- 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 – Book Review – Book Review Competition, student exemplar #2 – Article – SKFGLR Secondary School 60th Anniversary Celebrations and exemplar #3 – Mystery Story – Mystery Stories for the School Magazine) Many students used the prompts to write a report of the theft, rather than a story based on the theft. (Student exemplar #3 – Mystery Story – Mystery Stories for the School Magazine)
- Students with better writing skills could develop well-organised paragraphs and could, for instance, provide detailed information about the book/storyline and characters, commenting on what they liked about the story, what had prompted the characters to act the way they did, as well as give reasons as to why a person should read this story. They elaborated on the prompts provided and also added their own information and other activities that were run to celebrate the school anniversary. Students also used their own personal knowledge to write informative and interesting stories providing detailed information about how the thief was recruited, why the theft took place and police procedures. (Student exemplar #4 – Book Review – Book Review Competition, student exemplar #5 – Article – SKFGLR Secondary School 60th Anniversary Celebrations and exemplar #6 – Mystery Story – Mystery Stories for the School Magazine)
- 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 report/picture prompts. Errors in spelling and grammar were evident and comprehension was sometimes hindered. Generally students also avoided using dialogue in their stories. (Student exemplar #3 – Mystery Story – Mystery Stories for the School Magazine)

- 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. (Student exemplar #2 and exemplar #3 – Mystery Story – Mystery Stories for the School Magazine)
- Many students also used etc. when they should have provided more examples. (Student exemplars #2 and #5 – Article – SKFGLR Secondary School 60th Anniversary Celebrations)

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, ‘guest’, ‘fitness’, ‘service visit’, ‘celebrity’, ‘mascot’, ‘closing ceremony’, ‘social service’, ‘local’, ‘social media’, ‘rules’, ‘views’, and ‘reaction’.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on memorized 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 2016-2018

The percentage of S.3 students achieving Basic Competency in 2018 was 69.8 %. The percentage for the year 2017 was 69.7 % as shown in Table 7.19.

Table 7.19 Percentages of S.3 Students Achieving English Language Basic Competency in 2016-2018

Year	% of Students Achieving English Language Basic Competency
2016	69.6
2017	69.7
2018	69.8

An overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2016-2018 provides useful information on how teachers can help students improve their skills. Table 7.20 summarises such an overview.

Table 7.20 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2016-2018

Year	2016	2017	2018	Remarks
Reading Strengths	<ul style="list-style-type: none"> Many students could understand language features and correctly identify the various rhymes in the poem. Many of the students were able to locate and identify general and specific information. Students could generally use strategies to determine the meaning of texts written on familiar topics. Many students were able to connect ideas and work out inferences. Students were also able to identify the features of various text types used. 	<ul style="list-style-type: none"> Many of the students were able to locate and identify general and specific information. Many students could understand language features and correctly identify the various rhymes in the poem. Many students were able to connect ideas and work out inferences. Many students were able to work out sequences of events. Many students were able to locate and identify general and specific information. Many students were able to analyze and integrate relevant points from one or more than one text as well as locate information in simple charts. Students were also able to predict what would come next given the information that had been provided. 	<ul style="list-style-type: none"> Many students could understand language features and correctly identify the various rhymes in the poem. Many students were able to connect ideas and work out inferences. Many students were able to work out sequences of events. Many of the students were able to locate and identify general and specific information. Many students were able to analyze and integrate relevant points from one or more than one text as well as locate information in simple charts. Students were also able to predict what would come next given the information that had been provided. 	<ul style="list-style-type: none"> Performance in the poem section indicates students are becoming familiar with and able to identify the various features of a poem. 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. 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. 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
Weaknesses	<ul style="list-style-type: none"> Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided. 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. Students tended to see information in isolation and found it difficult in 	<ul style="list-style-type: none"> Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided. 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. Students found it difficult to predict content because they saw 	<ul style="list-style-type: none"> 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. Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided. Students found it difficult to infer 	

	some instances to connect ideas and analyse and integrate relevant points from one or more texts and also to predict content.	the information in isolation and had not thought to go beyond what was provided in the task. <ul style="list-style-type: none"> Students had difficulty locating information in a simple chart. 	information based on the clues provided. <ul style="list-style-type: none"> Students tended to see information in isolation and found it difficult in some instances to connect ideas. 	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.
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Writing Strengths	Year			Remarks
	2016	2017	2018	
	<ul style="list-style-type: none"> 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 - how to make school life easier. They were able to give their personal opinions and provide ideas about what could be done to make life easier. In most cases students were able to provide some details to support main ideas. Many students could write well-organised paragraphs with coherent links. Many students were able to use the correct opening for the email. 	<ul style="list-style-type: none"> 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. Many students could write well-organised paragraphs with coherent links. In most cases students were able to provide some details to support main ideas. 	<ul style="list-style-type: none"> 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 anniversary celebrations. They were able to use their personal experience and provide detailed information about the various activities that were held. Many students could write well-organised paragraphs with coherent links. In most cases students were able to provide some details to support main ideas. 	<ul style="list-style-type: none"> Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspellings of words which can affect meaning. Students should try to expand on the prompts provided and include their own ideas and opinions. Lack of a detailed vocabulary means that some students find it difficult to express themselves in anything other than simple concepts using only simple sentences. A wider range of vocabulary and knowledge of topic based vocabulary would see an improvement in the content of students' writing. Imaginative writing/story telling was not a strong point, with many students not being
Weaknesses	<ul style="list-style-type: none"> A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. A lack of imagination also hindered students from writing imaginative stories and expressing their ideas. 	<ul style="list-style-type: none"> 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. Despite picture prompts being provided, students lacked the imagination to combine the pictures together to form a coherent story. 	<ul style="list-style-type: none"> A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. A lack of imagination also hindered students from writing imaginative stories or describing events and 	

	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 and the reasons for it based solely on the prompts, with little detail or individual input/elaboration of students' ideas.	<ul style="list-style-type: none"> • Proofreading remains an issue with many simple words being misspelled and/or inaccurately used. • 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. 	Often the story was more of a retelling of events. Adding dialogue would have helped make the adventure story more interesting. <ul style="list-style-type: none"> • A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail. • 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. 	<ul style="list-style-type: none"> • 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 mystery story more interesting. 	expressing their ideas. <ul style="list-style-type: none"> • 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 mystery story more interesting. 	familiar with the genre or its features at all – many students writing the mystery 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.
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Listening Strengths	Year	2016	2017	2018	Remarks
		<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • 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. • 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. • Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in 	<ul style="list-style-type: none"> • The majority of the students could correctly identify the tone of an individuals' comment. • 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. • Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in 	<ul style="list-style-type: none"> • Many students could correctly identify the tone of an individuals' comment. • 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. • Many students could extract specific information from simple, clear and slower spoken texts. • Many students were adept at identifying the main idea of a 	<ul style="list-style-type: none"> • Proofreading was an issue in the poster section of new ECAs, resulting in the misspelling of simple words, numbers and months. Students also failed to obey the rules of capitalization for proper nouns using lowercase when it was obviously not appropriate. This indicates that students would benefit from revision of simple foundation level and topic based spelling and

	<p>markers.</p> <ul style="list-style-type: none"> The majority of the students could correctly identify the tone of an individuals' comment. 	<p>dialogues using discourse markers.</p> <ul style="list-style-type: none"> Many students could extract specific information from simple, clear and slower spoken texts. 	<p>conversation – Police Interview.</p>	<p>vocabulary. They would also benefit from exposure to and development of a wider range of topic based vocabulary.</p> <ul style="list-style-type: none"> 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.
Weaknesses	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary or write down numbers associated with the Hong Kong Comic Convention in the poster section of the new ECAs. Students found it difficult to work out unfamiliar words/expressions given the information provided. Students found it difficult to identify the main idea of some dialogues – TV Entertainment Report and Poem. 	

Year	2016	2017	2018	Remarks
Speaking Strengths	<ul style="list-style-type: none"> Generally students were able to express their ideas in a comprehensible manner. In "Individual Presentation", about half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. In "Group Interaction", most students were able to express themselves and respond to ideas that were relevant to the topics. Students could generally use a 	<ul style="list-style-type: none"> Students were generally capable of expressing comprehensible ideas. In "Individual Presentation", many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. 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. Most students were able to sustain 	<ul style="list-style-type: none"> Generally students were able to express their ideas in a comprehensible manner. In "Individual Presentation", many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. 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. 	<ul style="list-style-type: none"> Students were expected to express relevant ideas using simple language patterns and vocabulary. Students were generally able to use limited formulaic expressions to facilitate their conversation. Students are recommended to further elaborate their ideas and provide adequate supporting details in the

	<p>limited range of formulaic expressions to respond to others, for example, "I agree with you".</p> <ul style="list-style-type: none"> Most students were able to sustain the discussion. 	<p>the discussion.</p> <ul style="list-style-type: none"> Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you". 	<ul style="list-style-type: none"> Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you". 	<p>presentation or discussion and to try to go beyond the prompts and ideas provided. Many students failed to elaborate after saying "I agree" or "I disagree", limiting the conversation.</p> <ul style="list-style-type: none"> Teachers can focus on training students on the strategies for oral communication so that students would be able to show appropriate awareness of audience instead of looking down at their paper. Students should be able to use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction. Students should be familiar with a wide range of formulaic expressions but be careful not to overuse them. 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.
Weaknesses	<ul style="list-style-type: none"> In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas. In "Group Interaction", the interaction became stilted and followed a set pattern determined by the students and this did not allow progress naturally. Many students responded mechanically or unnaturally to others. 	<ul style="list-style-type: none"> Students lacked the knowledge to work out the pronunciation of unfamiliar words. In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas. 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. Many students responded mechanically or unnaturally to others and some also lacked communication strategies. 	<ul style="list-style-type: none"> In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas. 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. Many students responded mechanically or unnaturally to others and some also lacked communication strategies. Some students also failed to elaborate after saying "I agree" or "I disagree". Students lacked the knowledge to work out the pronunciation of unfamiliar words, which affected their presentation. 	

Results of Primary 3 Mathematics in Territory-wide System Assessment 2018

The percentage of Primary 3 students achieving Mathematics Basic Competency in 2018 is 88.0%.

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*
Mathematics					
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 2018

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 were capable of performing addition, subtraction, multiplication and division of whole numbers as well as the 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. However, some students were not able to master the computational rule of doing 'multiplication before addition' or 'multiplication before subtraction'. 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 express a whole number in Arabic numerals (e.g. Q2/M1) and order or write 5-digit numbers (e.g. Q3/M1, Q3/M3). However, in Q3/M1, a few students failed to give the correct answer according to specified criteria.

Q3/M1	
寫出一個比 9 899 大，又比 10 234 小的單數。 • •	答案：10126 Answer: 99999

- Most students were capable of using a fraction to represent part of a whole (e.g. Q15/M1, Q12/M2). However, in Q13/M4, a small proportion of students misunderstood the meaning of the context due to carelessness in reading the question.

Q13/M4
<p>桌子上有 8 杯飲品，果汁佔全部飲品的 $\frac{3}{4}$，其餘的是牛奶。</p> 

<p>(a) 桌子上有 <u>8</u> 杯果汁。</p> <p>(b) 牛奶佔全部飲品的 $\frac{\boxed{4}}{\boxed{8}}$。</p>	<p>(a) There are <u>2</u> glasses of fruit juice on the table.</p> <p>(b) $\frac{\boxed{6}}{\boxed{8}}$ of the whole is milk.</p>
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- Most students could recognize the relationship between fractions and 1 as the whole (e.g. Q13(a)/M2). However, in Q16(a)/M1, a few students misunderstood that the value of $\frac{3}{3}$ is greater than that of 2.
- Students were generally able to compare fractions (e.g. Q16(b)/M1, Q13(b)/M2, Q14/M2, Q15/M4) but a few were quite weak in comparing fractions with the same numerators.

Q16(b)/M1	Q14/M2
<p>(b) 在空格內填上適當的數字。</p> <p>$\frac{5}{8}$ 比 $\frac{5}{\boxed{7}}$ 大。</p>	<p>籃子裏有些水果，桃佔全部的 $\frac{1}{6}$，</p> <p>梨佔全部的 $\frac{1}{2}$，橙佔全部的 $\frac{1}{3}$。</p> <p>最多的是 * <u>桃</u> / 梨 / 橙。</p> <p>(*圈出答案)</p>

Performing basic calculations with whole numbers

- Students were good at performing the addition of whole numbers including carrying and repeated addition of 3-digit numbers (e.g. Q4/M1, Q3/M4). In Q4/M3, most students were able to answer question involving the commutative property of addition.
- The majority of students performed steadily in the subtraction of 3-digit numbers, involving decomposition and repeated subtraction (e.g. Q5/M1, Q6/M1, Q5/M3).
- Students were able to perform the multiplication of whole numbers up to 1 digit by 3 digits involving carrying (e.g. Q7/M1, Q6/M2, Q6/M3). In Q5/M4, most students were able to answer question involving the commutative property of multiplication.
- Students could generally perform the division of 3-digit numbers with 1-digit number (e.g. Q8/M1, Q7/M3, Q8/M4). However, in Q8/M1, a few students mistook '110' or '110...2' for the answer. In Q7/M3, a small proportion of students failed to put a '0' in the quotient and chose the incorrect option B.

- The majority of students were able to perform the mixed operations of addition and subtraction including small brackets (e.g. Q7/M4). Generally students could handle the mixed operations involving multiplication and subtraction/addition (e.g. Q9/M1, Q8/M3) but some of them neglected the computational rule of doing ‘multiplication before subtraction’ or ‘multiplication before addition’.

Q9/M1	Q8/M3
$210 - 10 \times 8 =$ <input type="radio"/> A. 80 <input type="radio"/> B. 130 <input type="radio"/> C. 200 <input checked="" type="radio"/> D. 1600	$6 + 9 \times 4 = \underline{60}$

Solving application problems

- Students in general were able to solve 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 demonstrated working steps in presenting their solution as well (e.g. Q14/M1, Q10/M2, Q11/M2, Q12/M3).
- In Q14/M1, most students did well in showing the correct solution.

Q14/M1	
還餘手工紙 = $960 - 485 - 235$ $= 475 - 235$ $= \underline{240}$	$960 - (485 + 235)$ $= 960 - 720$ $= 240$ ∴ 240 pieces of craft paper are left.

- In Q10/M2, a small proportion of students mistook multiplication to solve application problems involving division. A few students mixed up the ‘dividend’ with the ‘divisor’ in writing the mathematical expression, though they still got the correct answer.

Q10/M2	
246×3 $= 738(\text{元})$ 每張學生票售738元。	$3 \div 246$ $= 82(\text{元})$ 每張學生票售82元


- Although students could write the correct mathematical expressions, a few made mistakes in their calculations and got the wrong answers (e.g. Q11/M2, Q12/M3).

Q11/M2	Q12/M3
$8 + 3 \times 6$ $= 11 \times 6$ $= 66$ <p>There are 66 eggs at home now.</p>	$90 - (8 \times 7)$ $= 90 - 54$ $= 36$ <p>他還有36元</p>

- The minority of students did not understand the questions and could not solve the application problems (e.g. Q11/M2, Q12/M3).

Q11/M2	Q12/M3
<p>家中現有蛋:</p> $8 \times 3 + 6$ $= 30 \text{ (隻)}$	$(90 - 8) \times 7$ $= 82 \times 7$ $= 574$ <p>他還有574元</p>

- The majority of students were able to solve problems involving the subtraction or the division of money (e.g. Q13/M1, Q13/M3). However, in Q13/M1, a few students could not perform subtraction involving decomposition. They mistook '12 dollars and 20 cents' for the answer. A few students were careless in reading the question and mistook addition for subtraction.

Q13/M1	
 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">16 元 5 角</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">4 元 7 角</div> </div>	<p>一枝原子筆比一把直尺貴</p> <p><u>21</u> 元 <u>2</u> 角。</p>

Primary 3 Measures Dimension

The performance of students was good in this dimension. The students were able to identify and use Hong Kong money as well as read price tags. Most of them were capable of comparing the length and weight of objects and the capacity of containers. They were capable of choosing appropriate tools for measuring the length and the weight as well as choosing appropriate units of measurement.


Most students were able to tell the time on a clock face or a digital clock. Students in general were able to read the dates on a calendar and apply the '24-hour time'. There

was room for improvement in their performance on inferring the duration of activities. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

Hong Kong money

- Most students could identify Hong Kong money (e.g. Q15/M2) but a few of them failed to read the price tags (e.g. Q17(a)/M1, Q16(a)/M2).


Q17(a)/M1

一架  的售價是 73 元 50 角。

- Students were able to use Hong Kong money (e.g. Q17(b)/M1) and carry out simple money exchanges (e.g. Q17/M4). However, some students could not give the correct change (e.g. Q16(b)/M2).

Q16(b)/M2

(a) 一包薯片的售價是 8 元 6 角。

(b) 美欣付  購買一包薯片。圈出店員須找回的金額。



Knowledge of time

- The majority of students were able to write the correct dates (e.g. Q19(a)/M2) and days of a week (e.g. Q19(b)/M1, Q19(b)/M2). Only a very small proportion of the students did not give the correct number of days under specific conditions (e.g. Q19(a)/M1).
- Most students were capable of telling the time shown on a digital clock (e.g. Q20(a)/M1) or a clock face (e.g. Q20(a)/M4). However, some of them were not able to measure the duration of an activity using 'hours' and 'minutes' (e.g. Q20(b)/M1, Q20(b)/M4).

Q20(b)/M1

數學比賽在  完結。

數學比賽共用了 11 小時 45 分鐘。

- Students understood and applied the '24-hour time' correctly. However, a small number of students could not find the starting time of an activity (e.g. Q19(a)/M3).

Q19(a)/M3

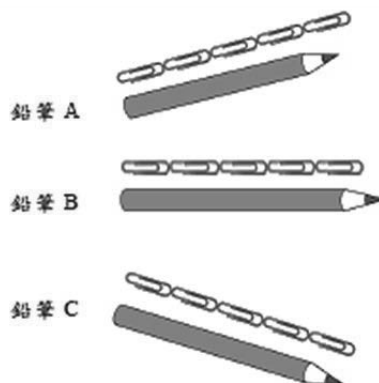
	Starting Time
First Show	15:20
Second Show	16:35

The first 'Dolphin Show' starts at
15 minute(s) past 20 in the
 * morning / afternoon .
 (*Circle the answer)

Length, distance, weight and capacity

- Most students were able to directly compare the length of objects (e.g. Q17/M2) except a small proportion of them could not use improvised units to compare the lengths of different objects (e.g. Q18/M4).

Q18/M4



比較上圖三枝鉛筆的長度，
 最短的是鉛筆 * A / B / C .
 (*圈出答案)

- Most students were capable of using the finger width as an ‘ever-ready ruler’ for measuring the length of an object (e.g. Q18/M1).
- The majority of students were capable of using a ruler to measure the length of an object except a small proportion confused ‘centimetre’ (cm) with ‘millimetre’ (mm) (e.g. Q20/M3).

Q20/M3	
	糖果盒的長度是 <u>89</u> cm。 糖果盒的長度是 <u>91</u> cm。

- The majority of students were good at the representation and comparison of distances given in ‘kilometre’ (km) (e.g. Q18/M3).
- The majority of students were able to choose suitable units for recording lengths (e.g. Q24(b)/M1, Q22(a)/M3) and the distance between two places (e.g. Q21/M4). However, a small proportion of students did not grasp the concept of ‘metre’ (m) and ‘kilometre’ (km).

Q21/M4
<u>香港島與大嶼山</u> 之間的距離約 35 <u>米</u> 。

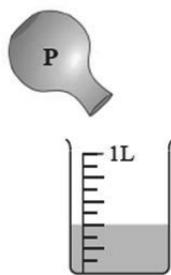
- The majority of students were able to compare the weight of objects directly (e.g. Q21/M3) and use improvised units to measure/compare the weights of different objects (e.g. Q21/M2).
- The majority of students were capable of measuring the weight of objects using ‘gram’ (g) or ‘kilogram’ (kg) (e.g. Q21(a)/M1, Q22/M2). They also performed well in comparing the weights of two objects (e.g. Q21(b)/M1).
- The majority of students were capable of choosing suitable units for measuring the weight of objects (e.g. Q24(a)/M1) but some of them confused the unit of weight with that of length (e.g. Q22(b)/M3).

Q22(b)/M3
一個橙重約 130 <u>cm</u> 。

- The majority of students were able to choose the appropriate measuring tools for measuring the weight of objects (e.g. Q22/M4).
- The majority of students were also able to compare the capacity of containers directly (e.g. Q22/M1) and use improvised units to measure and compare the capacity of containers (e.g. Q23/M4).
- The majority of students could measure the capacity of containers using 'litre' (L) or 'millilitre' (mL) (e.g. Q23/M1, Q23/M2) whereas the performance of a few was relatively weak in reading the scale on a measuring cup.

Q23/M2

把容器 P 注滿水，然後把全部水倒進空的量杯裏。



容器 P 的容量是 200 mL。

- The majority of students were able to choose appropriate measuring tools for measuring the capacity of containers (e.g. Q23/M3).

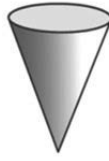
Primary 3 Shape & Space Dimension

The performance of students was stable in the Shape & Space Dimension. The majority of students were able to identify 2-D shapes, compare the size of angles, recognize right angles and the four directions. Students in general mastered the basic concepts of curves, parallel lines and perpendicular lines. The performance of students was comparatively weak in identifying 3-D shapes. Further comments on students' performance are provided below with examples from different sub-papers quoted in brackets.

3-D Shapes

- The majority of students were capable of identifying cones (e.g. Q25/M2).

Q25/M2



上面的立體圖形是一個

- ☐ A. 三角形。
☐ B. 角錐。
☒ C. 圓錐。
☐ D. 圓柱。

- In Q26/M1, some students confused prisms with rectangles.

Q26/M1



上面的立體圖形是一個

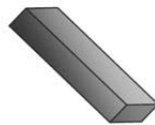
- ☐ A. 角柱。
☐ B. 角錐。
☐ C. 圓柱。
☒ D. 長方形。

- The majority of students were able to classify 3-D shapes (e.g. a cylinder in Q25(a)/M1). However, some students confused pyramids with cones (e.g. Q25(b)/M1).

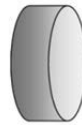
Q25/M1



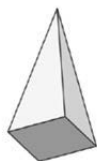
A.



B.



C.



D.

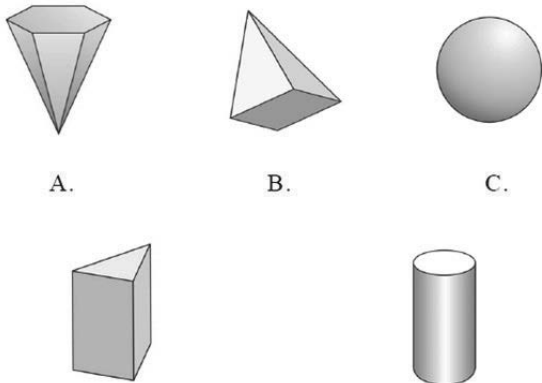


E.

(a) 圓柱： C

(b) 角錐： E, D

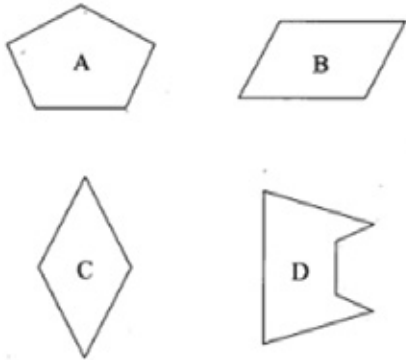
- About half of the students failed to recognize prisms. For instance, in Q26(a)/M2, they confused prisms with pyramids. Moreover, a small number of students mistook cylinders for spheres (e.g. Q26(b)/M2).

Q26/M2	
	
<p>(a) 角柱: <u>B A</u></p> <p>(b) 球體: <u>E</u></p>	<p>(a) Prism(s): <u>A, B, D</u></p> <p>(b) Sphere(s): <u>C, E</u></p>

- Most students were able to compare the heights of objects (e.g. Q29/M2).

2-D Shapes

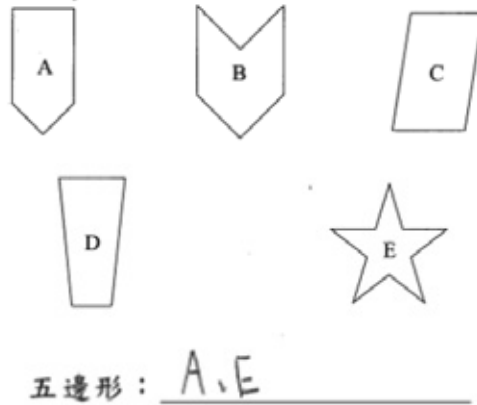
- The majority of students could identify 2-D shapes including squares, rhombuses, trapeziums and pentagons (e.g. Q28(a)/M1, Q27/M2, Q27/M3). However, a number of students confused a hexagon with a pentagon (e.g. Q28(b)/M1).

Q28(b)/M1	
	
<p>(b) 六邊形: <u>A</u></p>	<p>Hexagon(s): <u>A, D</u></p>

- The majority of students were able to group 2-D shapes (e.g. Q27/M2, Q28/M4).

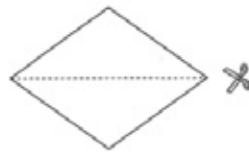
However, a few of them could not group 2-D shapes according to the number of sides. They confused a pentagon with a star-shaped figure (e.g. Q28(b)/M4).

Q28(b)/M4



- The majority of students were capable of recognizing isosceles triangles and right-angled triangles (e.g. Q27/M1, Q29/M4). However, some of them mistook isosceles triangles for right-angled triangles (e.g. Q28/M2).

Q28/M2



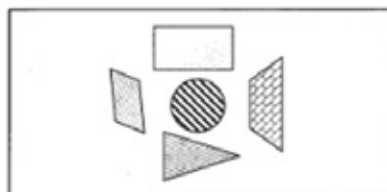
沿着虛線把上圖的菱形剪開後，可得出兩個


* 直角 / 等腰 / 等邊 三角形。

(*圈出答案)

- Most students could recognize the relative positions of two 2-D shapes (e.g. Q25/M3).

Q25/M3



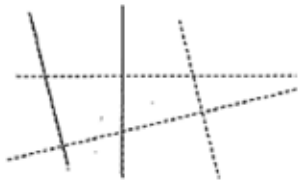
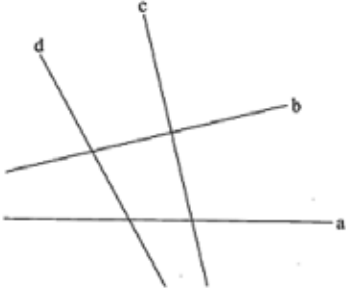
在  下方的圖形是



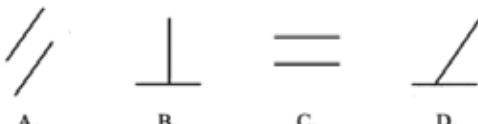
(*圈出答案)

Straight Lines and Curves

- The majority of students were capable of identifying curves (e.g. Q29(a)/M3) and parallel lines (e.g. Q30/M1).
- A small proportion of students were unable to identify a pair of parallel lines (e.g. Q30/M1) or a pair of perpendicular lines (e.g. Q30/M2).

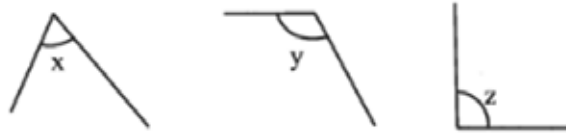
Q30/M1	Q30/M2
<p>在下圖中，沿着虛線畫出一對平行線。</p> 	 <p>Lines <u>b</u> and <u>a</u> are a pair of perpendicular lines.</p>

- Some students confused a pair of perpendicular lines with a pair of parallel lines (e.g. Q30/M4).

Q30/M4
 <p>A. B. C. D.</p> <p>列出由垂直線組成的圖。</p> <p>答案: <u>C</u></p>

Angles

- Most students were capable of recognizing the right angles in given figures (e.g. Q29/M1) and comparing the size of angles (e.g. Q31/M2).

Q31/M2
 <p>Answer: <u>$\angle y$</u> (Largest) , <u>$\angle z$</u> , <u>$\angle x$</u> (Smallest)</p>

Directions

- The majority of students were capable of recognizing the four directions: east, south, west and north (e.g. Q31(a)/M1, Q31(a)/M3) and wrote specific directions correctly (e.g. Q31(b)/M3).

Q31(b)/M3

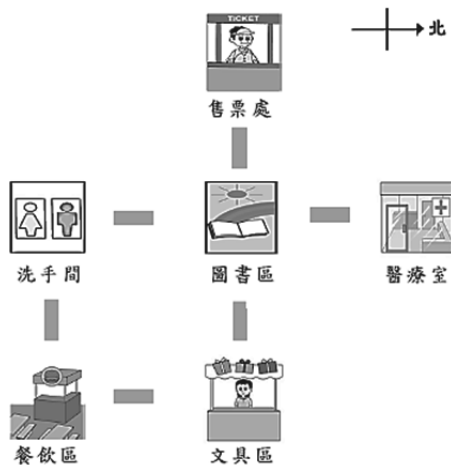
子瑜從文具區向 西 方走，便到達餐飲區。

Starting from Stationery Zone, Eva goes

West to reach Food Court.
(direction)

- However, some students were unable to judge the correct direction relative to a reference point (e.g. Q31(b)/M1, Q31(b)/M3).

Q31(b)/M1

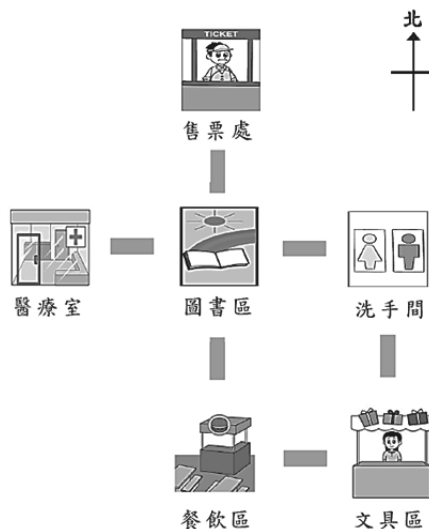


餐飲區在文具區的

* 東方 / 南方 / 西方 / 北方 *

(*圈出答案)

Q31(b)/M3



子瑜從文具區向 東 方走，便到達餐飲區。

Primary 3 Data Handling Dimension

The performance of P.3 students was very good in the Data Handling Dimension. Students were good at reading pictograms. They could interpret the information given in pictograms to answer straightforward questions. Most students were able to construct 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 were capable of reading pictograms with a one-to-one representation. They could directly read the data given in pictograms (e.g. Q32(a)/M2, Q32(a)/M3), then compare the data or carry out simple calculations in order to answer the questions (e.g. Q32/M1, Q32(b)/M2, Q32(b)/M3).
- A few students were careless in reading the questions and failed to give correct answers (e.g. Q32/M2, Q32(b)/M3).

Q32/M2	Q32(b)/M3
<p>Favourite Pets of P.3A Pupils</p> <p>Each ☺ stands for 1 pupil</p> <p>Birds ☺ ☺</p> <p>Rabbits ☺ ☺ ☺ ☺ ☺</p> <p>Tortoises ☺</p> <p>Dogs ☺ ☺ ☺ ☺ ☺ ☺ ☺</p> <p>Cats ☺ ☺ ☺ ☺ ☺ ☺</p> <p>(a) The number of pupils who favoured cats was <u>Dogs</u>.</p> <p>(b) 最喜愛鳥和最喜愛兔的學生相差 <u>7</u> 人。</p>	<p>俊希上星期進行各種活動的時間</p> <p>每個 ◇ 代表 1 小時</p> <p>看電視 繪畫 閱讀 做運動 聽音樂</p> <p>(b) 上星期，俊希閱讀的時間和 <u>繪畫</u> 的時間相差 3 小時。</p> <p>(b) 上星期，俊希閱讀的時間和 <u>5</u> 的時間相差 3 小時。</p>

Constructing pictograms

- Almost all students were able to construct pictograms from tabular data and provide a proper title for a pictogram (e.g. Q33/M1, Q33/M3, Q33/M4).
- A few students were not able to give an explicit title in order to express the purpose of conducting the survey (e.g. Q33(1)/M1, Q33(b)(1)/M4).

Q33(1)/M1

何老師統計了3C班學生最愛的科目

(標題)

Favourite Subjects

(Title)

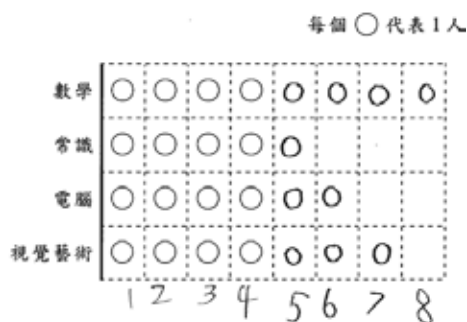
Q33(b)(1)/M4

Number of volunteers in Primary Three classes

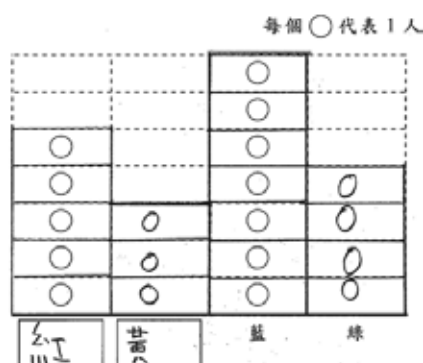
(Title)

- A few students unnecessarily added a 'frequency axis' to represent the data given by a pictogram or wrongly drew a grid (e.g. Q33(2)/M1, Q33(b)(2)/M3).

Q33(2)/M1



Q33(b)(2)/M3



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 generally able to solve simple application problems and present working steps of solutions. Some students confused multiplication with division and neglected the computational rule of doing 'multiplication before addition' or 'multiplication before subtraction'.

The performance of P.3 students was good in the Measures Dimension. They were able to identify the Hong Kong currency, read the dates and days of a week on a calendar, tell time on a clock face or digital clock, compare the length, distance and weight of objects as well as measure and compare the capacity of containers. However, their

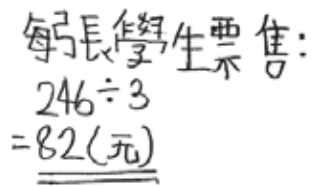
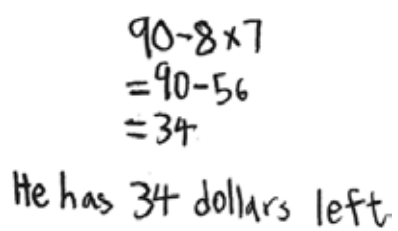
performance was weak in measuring the duration of an activity and giving the correct units of measurement.

The performance of P.3 students was stable in the Shape & Space Dimension. They were capable of recognizing curves, 2-D shapes, right angles and the four directions. However, there was room for improvement in identifying 3-D shapes as well as a pair of parallel lines and perpendicular lines.

P.3 students did very well in the Data Handling Dimension. Most students were able to read and interpret pictograms with a one-to-one representation. Only a few students failed to give correct answers due to carelessness in reading the questions related to the pictogram. Almost all students were able to construct pictograms from tabular data and provide a proper title for a pictogram.

Good Performance of Primary 3 Students in 2018

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 correctly present their solutions in solving problems (e.g. Q10/M2, Q12/M3).

Q10/M2	Q12/M3
	

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 recognize and exchange Hong Kong money, understand the '24-hour time', and measure the duration of an activity. They could directly use or use improvised units to compare the length and weight of objects as well as the capacity of containers.

Students with good performance were capable of recording the length and the weight of objects with appropriate units (e.g. Q22/M3).

Q22/M3

在橫線上填上適當的度量單位。

(a) 一輛的士的長度約 5 米。

(b) 一個橙重約 130 g。

(a) The length of a taxi is about 5 m .

(b) An orange weighs about 130 g .

Students with good performance were capable of identifying different 3-D shapes and 2-D shapes. They could identify parallel lines and perpendicular lines. They were able to recognize right angles, compare the size of angles and correctly show the four directions including the 'north' direction pointing to the right of the map.

Students with good performance were able to read and interpret pictograms with a one-to-one representation. 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 (e.g. Q33/M4).

Q33/M4

黃老師統計了三年級各班家長義工的人數。

(a) 根據統計紀錄，完成下表。

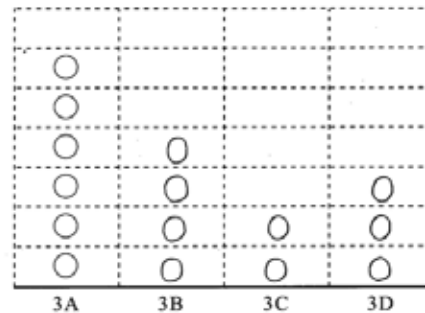
班別	3A	3B	3C	3D
紀錄	正一	正	丁	下
義工人數	6	4	2	3

(b) 根據統計結果，完成以下的象形圖，並加上標題。

三年級各班家長義工的人數

(標題)

每個 ○ 代表 1 人



Overview of Primary 3 Student Performances in Mathematics in 2016-2018

The percentages of P.3 students achieving Mathematics Basic Competency in 2016, 2017 and 2018 provided below.

Table 8.2 Percentages of P.3 Students Achieving Mathematics Basic Competency in 2016-2018

Year	% of Students Achieving Mathematics Basic Competency
2016	89.9
2017	88.2
2018	88.0

A comparison of the strengths and weaknesses of P.3 students in 2016, 2017 and 2018 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 2016-2018

Year Number	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> Students were able to recognize the place values of digits in a whole number and the values represented by the digits. Students performed well in the mixed operations and solving application problems. Students could show the solution and the working steps in solving problems. Students were able to understand the basic concept of fractions and compare fractions. 	<ul style="list-style-type: none"> Students were able to recognize the places and the values of digits in a whole number. Students performed steadily in the mixed operations and solving application problems. Students were able to demonstrate working steps clearly in solving application problems. Students performed well in understanding the basic concept of fractions and comparing fractions. 	<ul style="list-style-type: none"> Students demonstrated good recognition of the places and the values of digits in a whole number. Students were able to perform the mixed operations and generally solve simple application problems. Students performed well in showing the solution and the working steps in solving application problems. Students could understand the basic concept of fractions and compare fractions. 	<ul style="list-style-type: none"> There was room for improvement in the small proportion of students who had difficulties with the concept of 'multiplication and division'. A few students confused the minuend with the subtrahend or the dividend with the divisor in writing the mathematical expressions.
Weaknesses	<ul style="list-style-type: none"> Some students did not understand the requirements of the questions and performed the calculations carelessly. Some students could not write the correct mathematical expressions in solving problems or present the answer with the correct unit and conclusion. 	<ul style="list-style-type: none"> Some students confused multiplication with division in solving application problems. A few students confused the minuend with the subtrahend in giving the mathematical expressions. A small number of students were not able to master the computational rule of doing 'multiplication before addition'. 	<ul style="list-style-type: none"> Some students were not able to master the computational rule of doing 'multiplication before addition' or 'multiplication before subtraction'. A few students did not understand the questions or write the correct mathematical expressions in solving application problems. 	

<div>Year</div> <div>Measures</div>	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> Students were able to identify Hong Kong money and read the price tags. Students were capable of telling the dates and days of a week. Students performed well in telling the time on a clock face or digital clock. Students could measure and compare the length, weight and capacity of objects. Students performed well in choosing appropriate tools to measure the height and weight of objects. Students could record the length and weight of objects with appropriate units. 	<ul style="list-style-type: none"> Students were capable of reading the price tags and using Hong Kong money. Students performed well in telling the dates and days of a week and the time on a clock face or a digital clock. Students were able to measure and compare the length and weight of objects. Students did well in choosing appropriate tools to measure the length and weight of objects, and the capacity of containers. Students were able to record the length and weight of objects with appropriate units. 	<ul style="list-style-type: none"> Students were capable of reading the price tags, identifying and using Hong Kong money. Students performed well in reading the dates and days of a week from a calendar, telling the time on a clock face or a digital clock. Students were good at directly using or using improvised units to compare the length and the weight of objects. Students performed well in choosing appropriate tools to measure the length and weight of objects, and the capacity of containers. Students were good at directly comparing the capacity of containers. 	<ul style="list-style-type: none"> More daily examples can be used to introduce the units used for measuring length, weight and capacity.
Weaknesses	<ul style="list-style-type: none"> When the amount involved in change is quite large, some students made careless mistakes in calculation. Students were relatively weak in choosing the appropriate tools for measuring capacity. 	<ul style="list-style-type: none"> A few students' performance was only fair in money exchange. Some students were comparatively weak in reading the capacity of containers. 	<ul style="list-style-type: none"> The performance in measuring the duration of an activity had room for improvement. Students' performance declined in recording the length and weight of objects with appropriate units. 	

Year Shape and Space	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> Students' performance was stable in identifying 3-D and 2-D shapes. Students were capable of identifying straight lines and curves as well as a pair of parallel lines. Students performed well in recognizing the four directions. 	<ul style="list-style-type: none"> Students were able to identify general 3-D and 2-D shapes. Students had good knowledge of the simple characteristics of triangles. Students were good at identifying straight lines, curves and parallel lines. Students performed well in recognizing right angles and comparing the size of angles. Student performances in recognizing the four main directions were good. 	<ul style="list-style-type: none"> Students were able to identify standard 3-D and 2-D shapes. The majority of students were capable of recognizing the characteristics of triangles. The performance of students was stable in identifying curves, a pair of parallel lines or perpendicular lines. Students performed well in recognizing right angles and comparing the size of angles. Students' performance was stable in recognizing the four main directions. 	<p>P.3 students are weak in the following aspects:</p> <ul style="list-style-type: none"> recognizing the characteristics of different 3-D shapes, particularly prisms and pyramids. determining the correct direction relative to a reference point.
Weaknesses	<ul style="list-style-type: none"> Some students were not able to recognize perpendicular lines or confused perpendicular lines with parallel lines. Some students were not able to judge the correct direction relative to a given reference point. 	<ul style="list-style-type: none"> Some students were not able to distinguish between prisms/cylinders and pyramids/cones. A few students were not able to recognize perpendicular lines. Some students were not able to judge the correct direction relative to a given reference point. 	<ul style="list-style-type: none"> Students' performance was weak in identifying 3-D shapes, particularly prisms and pyramids. Individual students had room for improvement in classifying 2-D shapes. 	

Data Handling	Year	2016	2017	2018	Remarks
		Strengths			
		<ul style="list-style-type: none"> Students were able to read information from the data given in pictograms and interpret data to answer straightforward questions. Students could construct pictograms by referring to the given raw data. 	<ul style="list-style-type: none"> Students were able to read pictograms and retrieve data from the pictogram to answer simple questions. Students were able to construct pictograms by referring to the given raw data. 	<ul style="list-style-type: none"> Students were good at reading pictograms. They could retrieve data from the pictogram to answer simple questions. Students were able to construct pictograms by referring to the given raw data. 	<ul style="list-style-type: none"> Students have to read carefully and understand the questions when they solve the problems related to the pictogram.
	Weaknesses	<ul style="list-style-type: none"> A few students could not express explicitly in the title about the purpose of conducting the survey. 	<ul style="list-style-type: none"> A few students were not able to give an explicit title for the pictogram. 	<ul style="list-style-type: none"> A few students were weak in giving an explicit title for the pictogram. 	

Results of Secondary 3 Mathematics in Territory-wide System Assessment 2018

The percentage of Secondary 3 students achieving Mathematics Basic Competency in 2018 is 80.0%.

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 146 test items (198 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 8.4. These numbers include several overlapping items.

Table 8.4 Number of Items and Score Points for S.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Mathematics					
Written Paper					
Number and Algebra	22 (31)	22 (31)	20 (26)	21 (26)	64 (84)
Measures, Shape and Space	19 (24)	19 (24)	20 (27)	20 (28)	64 (84)
Data Handling	6 (10)	6 (10)	7 (12)	6 (11)	18 (30)
Total	47 (65)	47 (65)	47 (65)	47 (65)	146 (198)

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

The item types of the sub-papers were as follows:

Table 8.5 Item Types of the Sub-papers

Section	Percentage of Score Points	Item Types
A	~ 30%	<ul style="list-style-type: none"> Multiple-choice questions: choose the best answer from among four options
B	~ 30%	<ul style="list-style-type: none"> Calculate numerical values Give brief answers
C	~ 40%	<ul style="list-style-type: none"> Solve application problems showing working steps Draw diagrams or graphs Open-ended questions requiring reasons or explanations

Performance of Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 2018

Secondary 3 Number and Algebra Dimension

S.3 students performed quite well in this dimension. The majority of students demonstrated recognition of the basic concepts of rational and irrational numbers, directed numbers, 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 were able to use directed numbers to represent the rise and drop in the water level. 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 answers obtained. Nevertheless, half of the students were not able to estimate the values with reasonable justifications according to the question.

Q45/M4

Exemplar Item (Estimate the total amount needed for buying the souvenirs and judge whether the Student Union has enough money to buy them)

Student Union of a school wants to buy 598 souvenirs for Sports Day. The price of each souvenir is \$29.9. Student Union can only use \$20 000 to buy the souvenirs.

Based on the description above, give approximations for the **TWO UNDERLINED VALUES** respectively. Use these 2 approximations to estimate the total amount needed for buying the souvenirs and judge whether the Student Union has enough money to buy them.

Briefly explain your estimation method.

Example of Student Work (Without giving approximations for the underlined values)

The total amount needed for buying the souvenirs
 598×29.9
 $= \$17880.2$
 $\therefore \$20000 > \17880.2
 \therefore The Student Union has enough money to buy them.

\therefore The Student Union * has / does not have enough money to buy the souvenirs.
 (*Circle the correct answer)

Example of Student Work (Good performance)

598 souvenirs \approx 600 souvenirs
 Price \$29.9 \approx Price \$30
 The price
 $= \$600 \times 30$
 $= \$18000$
 $\therefore \$20000 > \18000

\therefore The Student Union * has / does not have enough money to buy the souvenirs.
 (*Circle the correct answer)

- Approximation and Errors: Many students were able to convert a number in scientific notation to decimal. They also could round a number to 3 decimal places or 3 significant figures. However, only half of the students were capable of representing a small number in scientific notation.
- Rational and Irrational Numbers: Many students were able to represent a decimal on a number line. They were able to demonstrate recognition of the integral part of \sqrt{a} .

Comparing Quantities

- Using Percentages: The performance of students was fair in solving problems regarding simple selling, simple interest, compound interest and growths.

Q40/M2

Exemplar Item (Find the profit per cent)

The cost of a piece of jewellery is \$5 000 . Kelly sells it for \$6 500 . Find the profit per cent.

Example of Student Work (Mistakenly used $\frac{\text{selling price} - \text{cost}}{\text{selling price}} \times 100\%$ to calculate the profit per cent)

$$\begin{aligned} \text{盈利百分率:} & \frac{6500 - 5000}{6500} \times 100\% \\ & = \frac{1500}{6500} \times 100\% \\ & = 23\frac{1}{13}\% \end{aligned}$$

Example of Student Work (Correct solution)

$$\begin{aligned} \text{盈利百分率:} & \frac{6500 - 5000}{5000} \times 100\% \\ & = 30\% \end{aligned}$$

Q40/M1

Exemplar Item (Find the simple interest)

Mabel deposits \$3 750 in a bank at a **simple interest rate** of 2% p.a. Find the interest she will receive after 3 years..

Example of Student Work (Confused simple interest with compound interest)

$$\begin{aligned} \text{The interest she will receive} & \\ 3750 (1 + 2\%)^3 - 3750 & \\ = 3979.53 - 3750 & \\ = 229.53 & \\ \therefore \text{She will receive } 229.53 & \end{aligned}$$

Q41/M1

Exemplar Item (Find the present value)

The value of a pair of diamond earrings is increased by 5% per year. Mandy bought the earrings for \$8 000 three years ago. Find the present value of the earrings.

Example of Student Work (Has mistakenly calculated the increase in value)

$$\begin{aligned} \text{The value:} \\ 8000 \times (1+5\%)^3 - 8000 \\ = 261 \\ \therefore \text{the value is } \$261. \end{aligned}$$

Example of Student Work (Confused growth with depreciation)

$$\begin{aligned} \$8000 \times (1-5\%)^3 \\ = \$6859 \\ \text{The present value of the earrings} \\ \text{are } \$6859. \end{aligned}$$

- Rate and Ratio: The performance of students was satisfactory. They were able to use rate and ratio to solve simple real-life problems and demonstrate recognition of the difference between rate and ratio.

Observing Patterns and Expressing Generality

- Formulating Problems with Algebraic Language: Many students were capable of substituting values into some common and simple formulas and finding the value of a specified variable. They could also write down the next few terms in geometric sequences from several consecutive terms that were given, translate word phrases/contexts into algebraic languages and formulate simple equations. However, only some students were able to distinguish the difference between $(-2)^n$ and $-2n$.
- Manipulations of Simple Polynomials: The majority of students were able to deal with the additions, subtractions and expansions of simple polynomials. They were also able to distinguish polynomials from algebraic expressions, but many of them could not demonstrate recognition of terminologies such as number of terms.

Q22/M4

Exemplar Item (Terminologies of polynomials)

Write down the number of terms of the polynomial $8y^3 + 12y^2 + 5y - 27$.

Example of Student Work (Confused the number of term with the degree)

多項式的項數是 3。

Example of Student Work (Confused the number of term with the constant)

多項式的項數是 -27。

- Laws of Integral Indices: Students had steady performance in using the laws of integral indices to simplify simple algebraic expressions.

Q41/M2

Example of Student Work (Has mistakenly taken $(x^m)^n = x^{m^n}$)

$$\begin{array}{l} \text{a) } (x^2)^6 \\ = x^{64} \\ \text{b) } \frac{(x^2)^6}{x^{-5}} \\ = \frac{x^5 x^{64}}{1} = \frac{x^{69}}{1} = x^{69} \end{array}$$

Example of Student Work (Has mistakenly taken $(x^m)^n = x^{m+n}$)

$$\begin{array}{ll} \text{(a) } (x^2)^6 & \text{(b) } \frac{(x^2)^6}{x^{-5}} \\ = x^8 & = \frac{x^8}{x^{-5}} \\ & = x^{8-5} \\ & = x^3 \end{array}$$

Example of Student Work (Has mistakenly taken $\frac{1}{x^{-m}} = x^{-m}$ in part (b))

$$\begin{array}{l} \text{(a) } (x^2)^6 = x^{2 \cdot 6} = x^{12} \\ \text{(b) } \frac{(x^2)^6}{x^{-5}} = \frac{x^{12}}{x^{-5}} = x^{12-5} = x^7 \end{array}$$

Example of Student Work (Correct solution)

$$\begin{array}{l} \text{a) } (x^2)^6 \\ = x^{12} \\ \text{b) } \frac{(x^2)^6}{x^{-5}} \\ = \frac{x^{12}}{x^{-5}} \\ = x^{12 - (-5)} \\ = x^{17} \end{array}$$

- Factorization of Simple Polynomials: Students were able to demonstrate recognition of factorization as a reverse process of expansion. They did quite well in factorizing simple polynomials by using the difference of two squares, perfect square

expressions, cross method and by taking out common factors. However, a small proportion of students still could not factorize simple polynomials by the relevant methods.

Q27/M1
Exemplar Item (Factorize the expression by using the difference of two squares) Factorize $x^2 - 49$.
Example of Student Work (Not able to factorize the expression by using the difference of two squares) (1) $\frac{(x-49)(x)}{1}$ (2) $\frac{(x^2-7)(x^2+7)}{1}$ (3) $\frac{x(x-49)}{1}$ (4) $\frac{(x-49)(x+49)}{1}$

Q27/M3
Exemplar Item (Factorize the expression by using the cross method) Factorize $x^2 + 10x + 9$.
Example of Student Work (Not able to factorize the expression by using the cross method) (1) $\frac{x(x+10)9}{1}$ (2) $\frac{(x+3)(x+3)}{1}$ (3) $\frac{(x-1)(x-9)}{1}$ (4) $\frac{(1+x)(10+9)}{1}$

Algebraic Relations and Functions

- Linear Equations in One Unknown: The majority of students were able to formulate equations from simple contexts and solve simple equations. However, more than half of the students were not able to demonstrate understanding of the meaning of roots of equations.
- Linear Equations in Two Unknowns: The performance of students in plotting graphs of linear equations in 2 unknowns was fair. They were quite good in solving a system

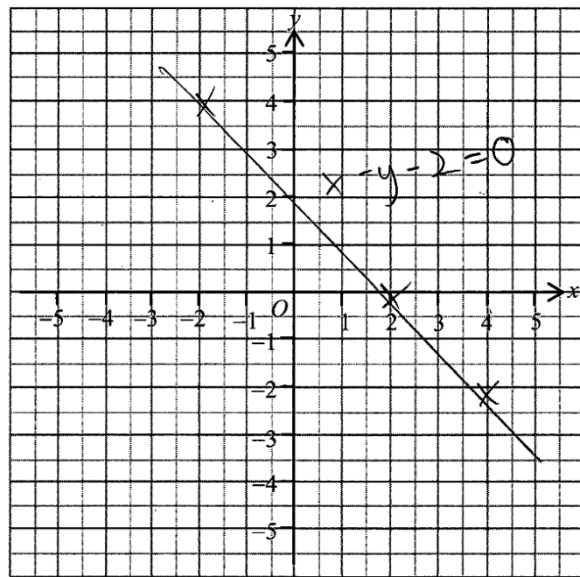
of simple linear simultaneous equations by algebraic methods and formulating simultaneous equations from simple contexts, but a small proportion of students could not do correct computation, provide complete solution or solve a system of simple linear simultaneous equations by algebraic methods. Moreover, they were able to demonstrate recognition that graphs of equations of the form $ax + by + c = 0$ are straight lines.

Q44/M2

Example of Student Work (Could not find the correct values of y)

$$x - y - 2 = 0$$

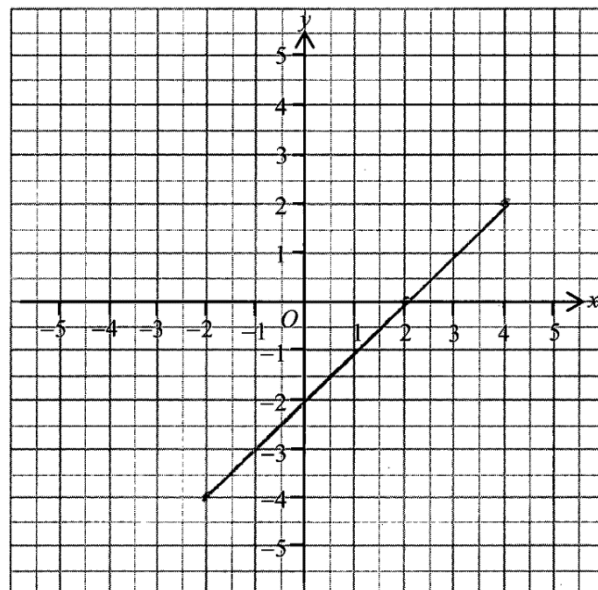
x	-2	2	4
y	4	0	-2



Example of Student Work (Did not extend at two ends)

$$x - y - 2 = 0$$

x	-2	2	4
y	-4	0	2



Q42/M1

Example of Student Work (Solving simultaneous equations – although the student knew how to use the method of substitution, mistakes occurred in the computation)

$$\begin{aligned} \begin{cases} 3x + 5y = 31 & \text{①} \\ 3x - 5y = 11 & \text{②} \end{cases} \\ x = \frac{11 + 5y}{3} & \text{③} \\ \text{Sub ③ into ①} \\ 3\left(\frac{11 + 5y}{3}\right) + 5y = 31 \\ \frac{33 + 15y}{3} + 5y = 31 \\ 3.3 + 1.5y + 4.5y = 27.9 \\ y = 4.1 \\ 3x - 5(4.1) = 11 \\ x = 10.5 \end{aligned}$$

Example of Student Work (Solving simultaneous equations – only x was solved)

$$\begin{aligned} 3x + 5y &= 31 \\ 5y &= 31 - 3x \\ 3x - (31 - 3x) &= 11 \\ 3x - 31 + 3x &= 11 \\ 6x &= 42 \\ x &= 7 \end{aligned}$$

Example of Student Work (Correct solution)

$$\begin{aligned} \begin{cases} 3x + 5y = 31 & \text{①} \\ 3x + 5y = 11 & \text{②} \end{cases} \\ \text{①} - \text{②} \\ 6x &= 42 \\ x &= 7 \\ \text{代 } x = 7 \text{ 入 ①} \\ 3(7) + 5y &= 31 \\ 5y &= 10 \\ y &= 2 \\ \therefore x = 7, y = 2 \end{aligned}$$

- Identities: Many students were able to distinguish identities from equations. About half of them could not expand simple algebraic expressions by using the difference of two squares.

Q26/M3	
Exemplar Item (Expand algebraic expressions by using the difference of two squares)	
Expand $(2x + y)(2x - y)$.	
Example of Student Work	
(1) $\frac{4x^2 - 4xy + y^2}{}$	(Mistakenly took $(a - b)(a + b) = (a - b)^2$)
(2) $\frac{(2x + y)^2}{}$	(Mistakenly took $(a - b)(a + b) = (a + b)^2$)
(3) $\frac{4x^2 - 2xy + 2xy - y^2}{}$	(Did not give the answer in the simplest form)

- Formulas: The majority of students were able to find the value of a specified variable in the formula. However, their performance in manipulating of algebraic fractions and performing change of subject in simple formulas was not satisfactory.

Q27/M4	
Exemplar Item (Change of subject)	
Make B the subject of the formula $A = 12 - 5B$.	
Example of Student Work	
(1) $\frac{12 + A}{-5} = B$	(Wrong computation)
(2) $B = 12 - 5A$	(Mistakenly thought that change of subject was just a direct exchange of A and B)

- Linear Inequalities in One Unknown: The performance of students was good. They did well in using inequality signs to compare numbers and formulating linear inequalities in one unknown from simple contexts. Their performance was fair in solving simple linear inequalities.

Secondary 3 Measures, Shape and Space Dimension

S.3 students performed quite well in this dimension. They were able to perform simple calculations regarding transformation and symmetry, areas and volumes, trigonometric ratios 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 /My). More items may also be found in the section **General Comments**.

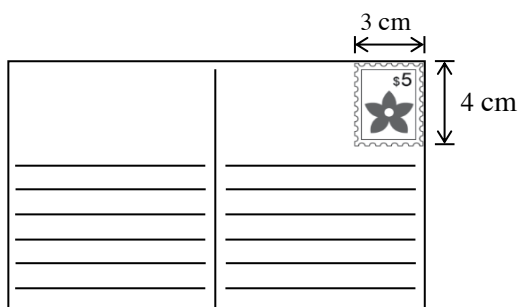
Measures in 2-D and 3-D Figures

- Estimation in Measurement: The majority of students were able to choose an appropriate unit and the degree of accuracy for real-life measurements, find the range of measures from a measurement of a given degree of accuracy and select the appropriate ways to reduce errors in measurements. However, their performance in estimating measures with justification was only fair.

Q45/M3

Exemplar Item (Estimate the area of the postcard)

The figure shows a stamped postcard. The length and width of the stamp are 3 cm and 4 cm respectively. Estimate the area of the postcard and explain your estimation method.



Example of Student Work (Calculated the area of the postcard by measurement and conversion)

In the figure, $1.25\text{ cm} = \text{actual } 3\text{ cm}$
 Or $1.5\text{ cm} = \text{actual } 4\text{ cm}$
 \therefore Its scale = $1:2.4 \sim 2.67$
 Take $1:2.53$
 length and width = 7.4×2.53 and 4.5×2.53
 \therefore Area required
 $= 7.4 \times 2.53 \times 4.5 \times 2.53$
 $= 213.1997\text{ cm}^2$

Example of Student Work (Estimated with reasonable justification)

Estimated area

$$(3 \times 6) \times (4 \times 3)$$

$$= 216 \text{ cm}^2$$

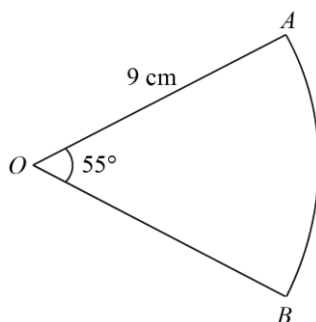
The width of postcard is like the 3 times of the length of the stamp so it's $(4 \times 3) \text{ cm}$, and the length of the postcard is like the 6-times of the width of stamp, so it is $(3 \times 6) \text{ cm}$.

- Simple Idea of Areas and Volumes: Many students were able to use the formulas for areas of circles and surface areas of cubes. Their performance in using the formula for volumes of cylinders was quite good.
- More about Areas and Volumes: Many students were capable of calculating arc lengths, areas of sectors, volumes of circular cones and surface areas of spheres. They showed improvement in distinguishing among formulas for lengths, areas, volumes by considering dimensions, but only almost half of them were able to use the relationships between sides and surface areas of similar figures to solve related problems.

Q46/M4

Exemplar Item (Find the area of the sector)

In the figure, the radius of sector OAB is 9 cm and $\angle AOB = 55^\circ$. Find the area of the sector. Give the answer correct to 3 significant figures.



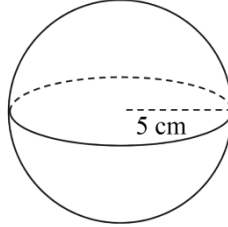
Example of Student Work (Has mistakenly calculated the arc length of the sector and missing the unit)

$$\begin{aligned} \text{扇形面積} &= 2\pi(9) \times \frac{55}{360} \\ &= 8.64 \end{aligned}$$

Q45/M2

Exemplar Item (Find the surface area of the sphere)

The figure shows a sphere of radius 5 cm. Find the surface area of the sphere. Give the answer correct to 3 significant figures.



Example of Student Work (Missing the unit)

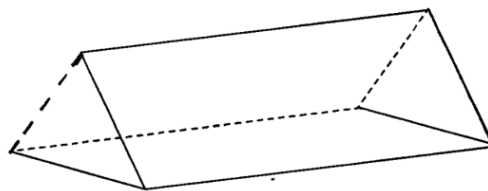
球体的表面積。
 $4\pi r^2$
 $4\pi \times 5^2$
 $= 314$ (準確至3位有效數字)。

Learning Geometry through an Intuitive Approach

- Introduction to Geometry: Most students could use notations to represent angles and identify 3-D solids from given nets. Many students were able to sketch simple solids, identify types of angles with respect to their sizes and identify cross-sections of given solids. However, they were weak in identifying convex polygons.

Q28/M3

Example of Student Work (Form a diagram of a triangular prism - Inappropriate use of solid lines and dotted lines)



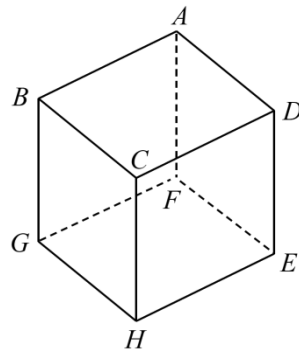
- Transformation and Symmetry: Students were able to determine the number of axes of symmetry and the order of rotational symmetry from a figure. They could also identify the image of a figure and the effect on the size and shape under a single transformation.

- **Congruence and Similarity:** Students demonstrated recognition of the conditions for similar triangles. They could apply the properties of congruent and similar triangles to find the sizes of angles and the lengths of sides in general. However, a small proportion of students confused the reasons for similar triangles with that for congruent triangles when identifying two similar triangles.
- **Angles related with Lines and Rectilinear Figures:** Students did well in solving simple geometric problems like using the properties of angles of triangles, using the relations between sides and angles associated with isosceles/equilateral triangles and using the formula for the sums of the exterior angles of convex polygons.
- **More about 3-D Figures:** Students were able to identify planes of reflectional symmetries, axes of rotational symmetries and the nets of cubes. They could also match 3-D objects built up of cubes from 2-D representations from various views. In addition, more than half of the students were able to name the angle between a line and a horizontal plane or the angle between 2 planes.

Q34/M4

Exemplar Item (Name the angle between two planes)

The figure shows a cube $ABCDEFGH$. By using the vertices in the figure, name the angle between the plane $ABHE$ and the vertical plane $CHED$.



Example of Student Work (Not able to name the correct angle)

- (1) $\angle CHG$
- (2) $\angle BGH$
- (3) $\angle GHB$; $\angle AEC$
- (4) $\angle BHE$

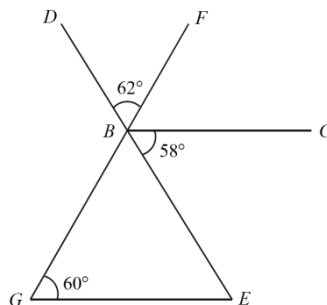
Learning Geometry through a Deductive Approach

- Simple Introduction to Deductive Geometry: More than half of the students were able to identify medians of a triangle. They could write the correct steps of a geometric proof and use the conditions for similar triangles to perform simple proofs, but many of them could not provide sufficient reasons or complete the proof correctly.

Q46/M3

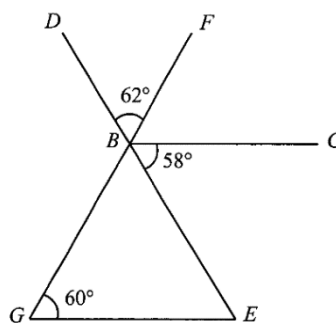
Exemplar Item (Geometric proof)

In the figure, DBE and FBG are straight lines. $\angle DBF = 62^\circ$, $\angle CBE = 58^\circ$ and $\angle BGE = 60^\circ$. Prove that $BC \parallel GE$.



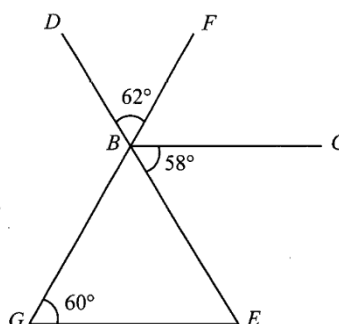
Example of Student Work (Incorrect logical reasoning in the proof – used the conclusion $BC \parallel GE$ as a reasoning)

$\therefore \angle BGE = \angle FBC$ (同位角)
 $\therefore GE \parallel BC$



Example of Student Work (Not able to provide sufficient reasons)

$\angle GBE = 62^\circ$
 $\angle GEB = 180^\circ - 62^\circ - 60^\circ$
 $= 58^\circ$
 $\therefore \angle CBE = \angle GEB$
 $\therefore BC \parallel GE$



Example of Student Work (Good performance)

$\angle FBC + 62^\circ + 58^\circ = 180^\circ$ (adj. \angle s on straight line)
 $\angle FBC = 60^\circ$
 $\therefore \angle BGE = 60^\circ$ (given)
 $\angle BGE = \angle FBC = 60^\circ$
 $\therefore BC \parallel GE$ (corr. \angle s equal)

- Pythagoras' Theorem: Many students were able to use Pythagoras' Theorem and the converse of Pythagoras' Theorem to solve simple problems.
- Quadrilaterals: The performance of students in using the properties of squares in numerical calculations was very good.

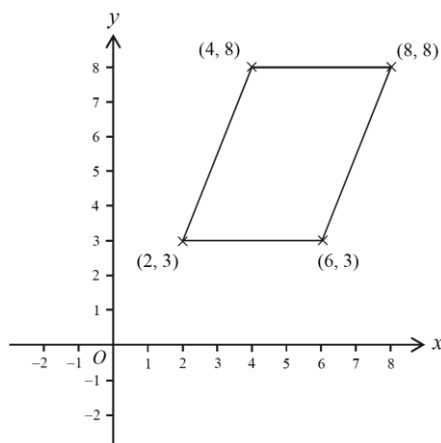
Learning Geometry through an Analytic Approach

- Introduction to Coordinates: Students could grasp the basic concepts of the rectangular coordinate system, but they were quite weak in problems regarding polar coordinates. They were able to match a point under a single transformation with its image in the rectangular coordinate plane, but there was room for improvement in calculating areas of simple figures.

Q42/M3

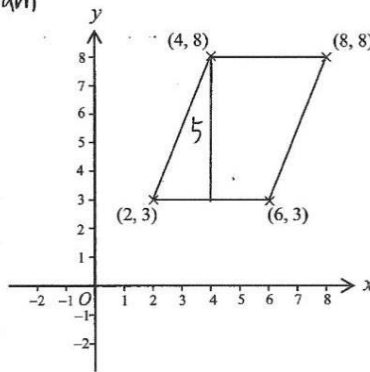
Exemplar Item (Calculating areas of simple figures)

Find the area of the parallelogram in the figure.



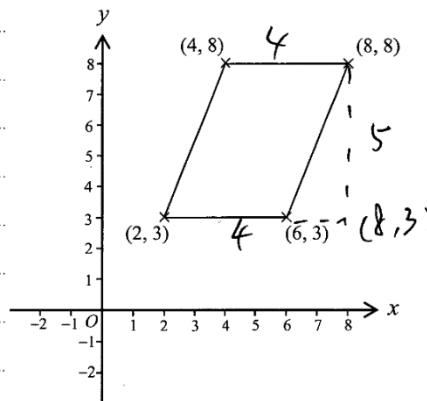
Example of Student Work (Wrong unit)

The area of the parallelogram
 $= (8-3) \times (6-2)$
 $= 5 \times 4$
 $= 20 \text{ cm}^2$



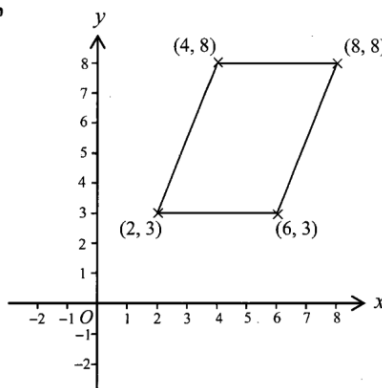
Example of Student Work (Wrong formula was used to find the area of the parallelogram)

所以面积 $= \frac{4 \times 5}{2}$
 $= 10$ 平方单位.



Example of Student Work (Good performance)

Area of the parallelogram
 $= (6-2) \times (8-3)$
 $= 20 \text{ sq. units}$



- Coordinate Geometry of Straight Lines: Many students were able to use distance formula, the formula of finding slopes and the mid-point formula. Their performance was only fair in demonstrating recognition of the conditions for parallel lines.

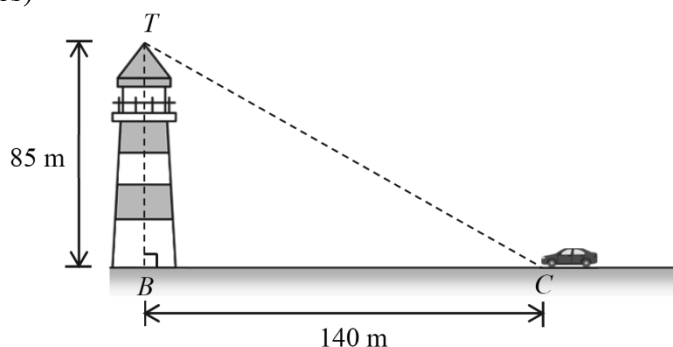
Trigonometry

- Trigonometric Ratios and Using Trigonometry: Students had the basic concepts of trigonometric ratios. They could find the tangent ratios for angles and vice versa. Their recognition of the concepts of bearing was good. They were able to solve 2-D problems involving one right-angled triangle.

Q42/M4

Exemplar Item (Finding the angle of elevation)

The figure shows a lighthouse TB . A car is located at point C which lies on the same horizontal plane with point B . It is given that $TB \perp BC$, $TB = 85$ m and $BC = 140$ m. Find the angle of elevation of T from C . (Correct to 3 significant figures)



Example of Student Work (Misunderstood the angle of elevation)

$$\tan \angle TCB = \frac{85}{140}$$

$$\angle TCB = 31.3^\circ$$

$$31.3^\circ + 90^\circ + \angle CTB = 180^\circ \text{ (三角形内角和)}$$

$$\angle CTB = 58.7^\circ$$

\therefore 由C测得T的仰角是 58.7°

Example of Student Work (Confused opposite sides with adjacent sides)

$$\tan \theta = \frac{140}{85}$$

$$\theta = 58.7^\circ$$

Example of Student Work (Good performance)

$$\tan \angle TCB = \frac{85}{140}$$

$$\angle TCB = 31.3^\circ$$

\therefore 由C测得T的仰角为 31.3°

Secondary 3 Data Handling Dimension

The performances of S.3 students were quite good in this dimension. They were able to construct and interpret statistical charts, organize the same set of data by different grouping methods, find mean and median from a set of ungrouped data and calculate probabilities. However, performance was weak when students were asked to choose appropriate diagrams/graphs to present a set of data. They were not able to 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 Qx/My). 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. More than half of the students could distinguish between discrete and continuous data.
- **Construction and Interpretation of Simple Diagrams and Graphs:** The majority of students could interpret stem-and-leaf diagrams and construct simple statistical charts. Their performance was good. However, more than half of the students could not choose appropriate diagrams/graphs to present a set of data.

Q47/M2

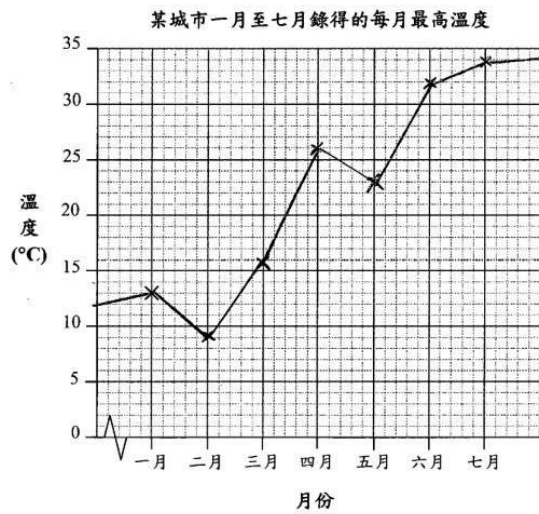
Exemplar Item (Drawing a broken line graph)

The table below shows the highest temperature (correct to the nearest °C) of each month recorded from January to July in a city.

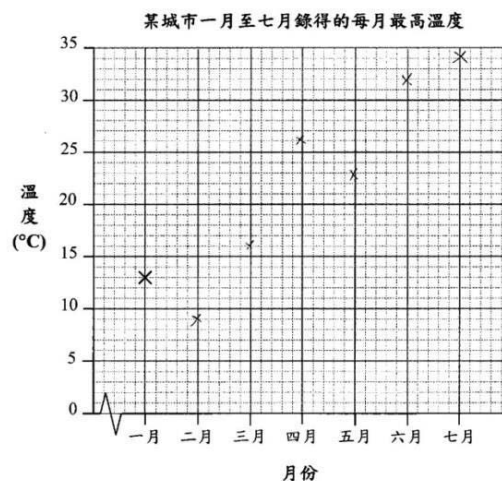
Month	January	February	March	April	May	June	July
Highest temperature (°C)	13	9	16	26	23	32	34

Draw a broken line graph in the **ANSWER BOOKLET** to represent the above data.

Example of Student Work (Construct broken line graphs – Mistakenly extended at two ends)



Example of Student Work (Construct broken line graphs – Did not join all the points with straight lines)



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. They could also find modal class from a set of grouped data. A considerable number of students could calculate the weighted mean of a set of data. However, they were quite weak in identifying sources of deception in cases of misuse of averages.

Q47/M3

Exemplar Item (Find mean from a set of grouped data)

The table below shows the amount raised by 40 students taking part in a charity walk.

Amount (\$)	100 – 124	125 – 149	150 – 174	175 – 199
Frequency	8	14	16	2

Find the mean of the amount raised by the 40 students.

Example of Student Work (Did not consider the frequencies in the calculation of the amount raised)

平均數:

$$(112 + 137 + 162 + 187) \div (8 + 14 + 16 + 2)$$

$$= 598 \div 40$$

$$= \$14.95$$

Example of Student Work (Did not consider the frequencies)

算術平均數: $\frac{112 + 137 + 162 + 187}{4}$

$$= \$149.5$$

Q47/M1

Exemplar Item (Identify sources of deception)

The football team, Blue Fighter, participated in 20 matches last year. The results are shown below:

Result	Win	Draw	Lose
Number of matches	8	7	5

It is given that the mode of the results in these 20 matches is “Win”.
Hence the captain claims, “More than half of the results are ‘Win’ in these 20 matches.”

Do you agree with the captain’s claim? Explain your answer.

Example of Student Work (Stating the half number of matches only, without further explanation as to why the student didn't agree with the captain's saying)

理由：

不同意，因為 20 的一半是 10，但勝卻只得 8 場。

∴ 我 * 同意 不同意 該隊長的宣稱。 (*圈出正確答案)

Example of Student Work (Good performance)

Reason:

No, I don't agree with captain. Although the mode of the results in 20 matches is "Win", however it only happened eight time, while the team may at least win 11 times if they claim more than half of the results are "Win". And obviously $11 > 8$, Therefore I disagree with captain's claim.

∴ I * agree / disagree with the captain's claim. (*Circle the correct answer)

Probability

- Simple Idea of Probability: Students' performance in calculating the theoretical probability by listing was good. It was better than that of calculating the empirical 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/M2).
- Demonstrate recognition of the ordering of integers on the number line (e.g. Q21/M1).

Numerical Estimation

- Determine whether to estimate or to compute the exact value in a simple context (e.g. Q1/M1).

Rational and Irrational Numbers

- Represent real numbers on the number line (e.g. Q23/M2).

Formulating Problems with Algebraic Language

- Translate word phrases/contexts into algebraic languages (e.g. Q3/M2).

Manipulations of Simple Polynomials

- Multiply a binomial by a monomial (e.g. Q25/M3).

Laws of Integral Indices

- Use the laws of integral indices to simplify simple algebraic expressions (e.g. Q4/M3).

Factorization of Simple Polynomials

- Demonstrate recognition of factorization as a reverse process of expansion (e.g. Q5/M1).

Formulas

- Substitute values of formulas (in which all exponents are positive integers) and find the value of a specified variable (e.g. Q29/M3).

Linear Inequalities in One Unknown

- Use inequality signs \geq , $>$, \leq and $<$ to compare numbers (e.g. Q30/M2).
- Formulate linear inequalities in one unknown from simple contexts (e.g. Q8/M1).

Estimation in Measurement

- Find the range of measures from a measurement of a given degree of accuracy (e.g. Q9/M2).
- Choose an appropriate unit and the degree of accuracy for real-life measurements (e.g. Q10/M2).

Simple Idea of Areas and Volumes

- Use the formulas for volumes of prisms and cylinders (e.g. Q41/M3).

Introduction to Geometry

- Use common notations to represent points, line segments, angles and polygons (e.g. Q12/M1).
- Make 3-D solids from given nets (e.g. Q13/M1).

Transformation and Symmetry

- Name the single transformation involved in comparing the object and its image (e.g. Q14/M1).
- Demonstrate recognition of the effect on the size and shape of a figure under a single transformation (e.g. Q13/M2).

Congruence and Similarity

- Demonstrate recognition of the properties of congruent and similar triangles (e.g. Q33/M1 and Q33/M2).

Angles related with Lines and Rectilinear Figures

- Use the relations between sides and angles associated with isosceles/equilateral triangles to solve simple geometric problems (e.g. Q34/M2).

More about 3-D Figures

- Identify the nets of cubes, regular tetrahedra and right prisms with equilateral triangles as bases (e.g. Q15/M3).

Quadrilaterals

- Use the properties of parallelograms, squares, rectangles, rhombuses, kites and trapeziums in numerical calculations (e.g. Q33/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. Q34/M3).

Trigonometric Ratios and Using Trigonometry

- Find the sine, cosine and tangent ratios for angles between 0° to 90° and vice versa (e.g. Q18/M3).

Introduction to Various Stages of Statistics

- Organize the same set of data by different grouping methods (e.g. Q37/M2).

Construction and Interpretation of Simple Diagrams and Graphs

- Construct simple statistical charts (e.g. Q47/M2).
- Interpret simple statistical charts (e.g. Q38/M1 and Q38/M3).

Measures of Central Tendency

- Find the mean, median and mode from a set of ungrouped data (e.g. Q39/M1).

Simple Idea of Probability

- Calculate the theoretical probability by listing (e.g. Q47/M4).

Other than items in which students performed well, the assessment data also provided some entry points to strengthen learning and teaching. Items worthy of attention are discussed below:

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/M1): Only some students chose the correct answer, option D. Nearly 40% of students chose options A. They might not know $(-a)^2 = a^2$ and $-(-a^2) = a^2$.

Q3/M1

$$(-a)^2 - (-a^2) =$$

- A. 0.
- B. a^4 .
- C. $-2a^2$.
- D. $2a^2$.

Manipulations of Simple Polynomials

- Distinguish polynomials from algebraic expressions (e.g. Q4/M2): Quite a number of students chose the correct answer, option B. However, nearly 30% of students chose option C or option D. They were not able to recognize that $6\sqrt{x}$ or $6x^{-10}$ cannot be a term of a polynomial.

Q4/M2

Which of the following is a polynomial?

- A. $4x^3 - 5x^2 + \frac{6}{x} + 1$
- B. $4x^3 - 5x^2 + 6x + 1$
- C. $4x^3 - 5x^2 + 6\sqrt{x} + 1$
- D. $4x^3 - 5x^2 + 6x^{-10} + 1$

Linear Equations in One Unknown

- Demonstrate understanding of the meaning of roots of equations (e.g. Q3/M4): More than half of the students could not choose the correct answer, option C. Students are expected to find out which equation with the root 20 by the method of substitution instead of solving each equation one by one.

Q3/M4

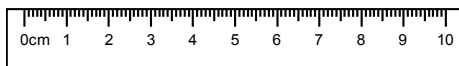
Which of the following is an equation with the root 20?

- A. $x + 20 = 0$
- B. $20x - 1 = 0$
- C. $\frac{x}{20} - 1 = 0$
- D. $\frac{x}{20} + 1 = 0$

Estimation in Measurement

- Choose an appropriate measuring tool and technique for real-life measurements (e.g. Q8/M4): Quite a number of students chose the correct answer, option A. However, more than 20% of students still chose option C. Although they could choose an appropriate measuring tool, they were not able to recognise that measuring a larger number of identical objects together can reduce errors in measurement.

Q8/M4



Ruler A



Ruler B

The above figure shows Ruler A and Ruler B with different graduations. Betty wants to find the thickness of a twenty-dollar note. Which of the following methods is the best?

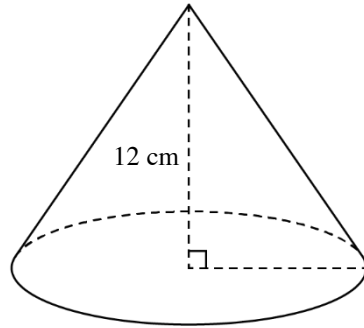
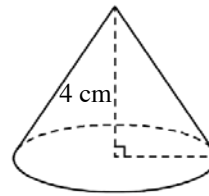
- Betty uses Ruler A to measure the thickness of 40 twenty-dollar notes and then divides the thickness by 40.
- Betty uses Ruler B to measure the thickness of 40 twenty-dollar notes and then divides the thickness by 40.
- Betty uses Ruler A to measure the thickness of a twenty-dollar note.
- Betty uses Ruler B to measure the thickness of a twenty-dollar note.

More about Areas and Volumes

- Use the relationships between sides and surface areas/volumes of similar figures to solve related problems (e.g. Q11/M2): Almost half of the students chose the correct answer, option C, but more than 40% of students still chose option A. Those students mistakenly took the ratio of the total surface areas of two similar solids as the ratio of their corresponding heights. Moreover, almost 10% of students chose B. They mistakenly thought that the total surface area of Cone B is $\frac{1}{6}$ times that of Cone A.

Q11/M2

In the figure, Cone A and Cone B are similar solids. Their heights are 12 cm and 4 cm respectively. The total surface area of Cone A is $108\pi\text{ cm}^2$. Find the total surface area of Cone B .

Cone A Cone B

- A. $36\pi\text{ cm}^2$
- B. $18\pi\text{ cm}^2$
- C. $12\pi\text{ cm}^2$
- D. $4\pi\text{ cm}^2$

Introduction to Geometry

- Demonstrate recognition of common terms in geometry (e.g. Q11/M1): Quite a number of students chose the correct answer, option B, though there were about 30% of students who still chose option A or option D. They were not able to demonstrate recognition of regular polyhedra.

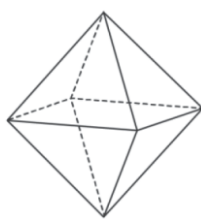
Q11/M1

Which of the following figures can represent a regular polyhedron?

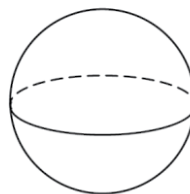
A.



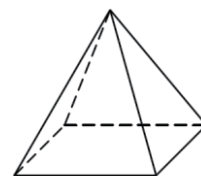
B.



C.



D.



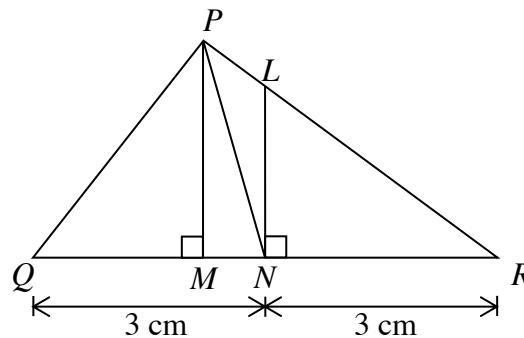
Simple Introduction to Deductive Geometry

- Identify medians, perpendicular bisectors, altitudes and angle bisectors of a triangle (e.g. Q16/M3): More than half of the students chose the correct answer B, though there were more than 20% of students who still chose option A. They mistakenly took the perpendicular bisector LN as a median of $\triangle PQR$.

Q16/M3

In the figure, PLR and $QMNR$ are straight lines. Consider $\triangle PQR$, $QN = NR = 3$ cm. $PM \perp QR$ and $LN \perp QR$. Which of the following is a median of $\triangle PQR$?

- A. LN
- B. PN
- C. PM
- D. QM



Coordinate Geometry of Straight Lines

- Demonstrate recognition of the conditions for parallel lines and perpendicular lines (e.g. Q18/M2): Quite a number of students chose the correct answer, option D. However, option B was chosen by more than 10% of students. They confused the conditions for parallel lines with those for perpendicular lines.

Q18/M2

It is given that the slope of a straight line ℓ is 5. Which of the following straight lines is parallel to ℓ ?

Line	L_1	L_2	L_3	L_4
Slope	-5	$-\frac{1}{5}$	$\frac{1}{5}$	5

- A. L_1
- B. L_2
- C. L_3
- D. L_4

Construction and Interpretation of Simple Diagrams and Graphs

- Choose appropriate diagrams/graphs to present a set of data (e.g. Q19/M4): Almost half of the students chose the correct answer, option D. However, more than 30% of students still chose option C. They mistakenly took a cumulative frequency polygon as the most suitable statistical graph to present the given set of data.

Q19/M4

The table below shows the heights and weights of 10 students.

Student	A	B	C	D	E	F	G	H	I	J
Height (cm)	170	152	164	173	156	185	162	177	165	180
Weight (kg)	57	48	53	62	52	74	56	66	57	71

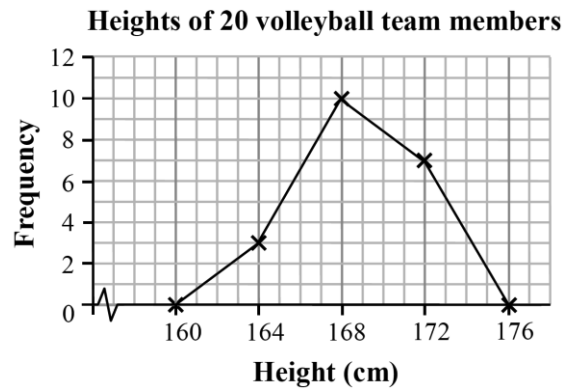
Mr. Chan wants to use a statistical graph to find out whether the heights and weights are related to each other. Which of the following is the most suitable for presenting the data above?

- A. Pie chart
- B. Stem-and-leaf diagram
- C. Cumulative frequency polygon
- D. Scatter diagram

- Compare the presentations of the same set of data by using statistical charts (e.g. Q19/M2): Many students chose the correct answer C, though there were more than 10% of students who still chose option A. They ignored the fact that the values marked on the horizontal axes of frequency polygons are class marks instead of class boundaries.

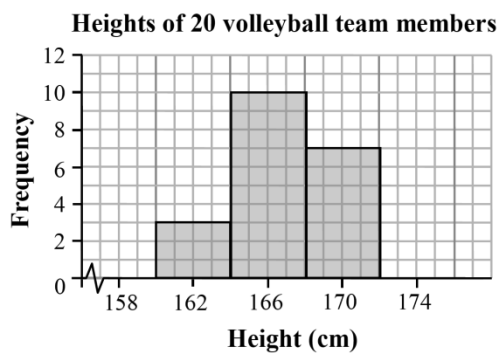
Q19/M2

The frequency polygon below shows the heights (cm) of 20 volleyball team members:

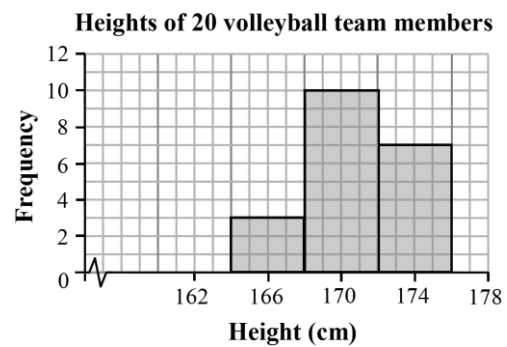


If the same set of data are presented by a histogram, which of the following diagrams could be obtained?

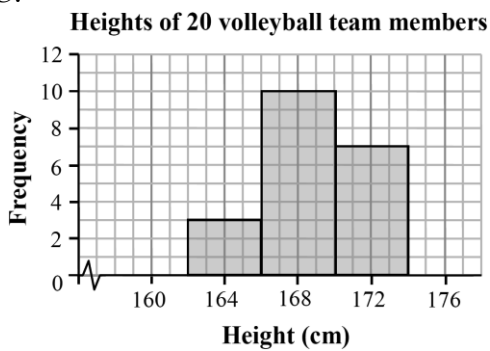
A.



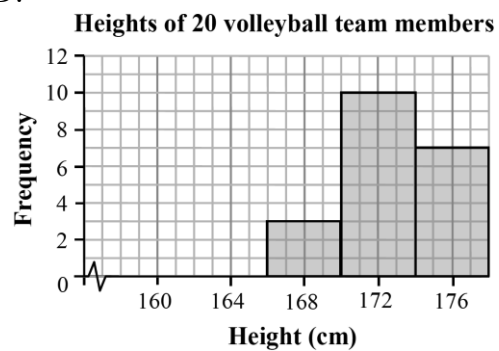
B.



C.



D.



Good Performance of Secondary 3 Students in Territory-wide System Assessment 2018

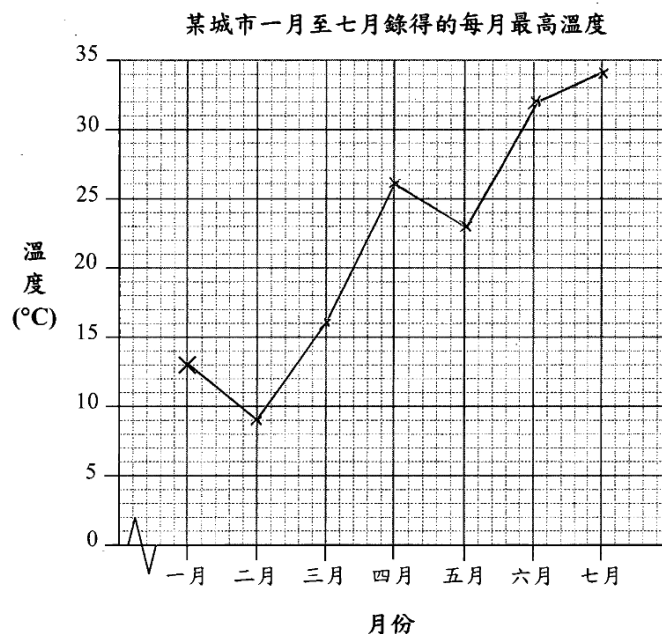
- Students with good performance demonstrated mastery of the concepts and skills assessed by the sub-papers. Their performance in numeracy skills and problem-solving skills was good, so they were able to solve various types of problems relating to directed numbers, percentages, numerical estimation, 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 were familiar with laws of indices and linear inequalities in one unknown. They were capable of solving equations by using algebraic and graphical methods. They could also plot graphs of linear equations in two unknowns.
- Students with good performance 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 steps correctly and provide sufficient reasons to complete the proofs.
- Students with good performance had a good knowledge of the various stages of statistics and grasp the basic concepts of probability. They were able to construct and interpret simple statistical charts, use statistical charts appropriately, read information from graphs, find the mean, median and mode/modal class, as well as identify sources of deception from a set of data.

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/M2

Example of Student Work (Construct simple statistical charts)



Students were able to solve the problem correctly with complete and clear presentation.

Q46/M4

Example of Student Work (Find the area of a sector)

解：扇形面積： $\pi r^2 \times \frac{55^\circ}{360^\circ}$

$= \pi \times 9^2 \times \frac{55}{360}$

$= 38.9 \text{ cm}^2$

∴ 扇形的面積是 38.9 cm^2

Students were able to make good use of the given conditions and solve the problem systematically.

Q45/M4

Example of Student Work (Estimate values)

Approximations: Souvenirs ≈ 600 , price ≈ 30

$$600 \times 30$$

$$\approx 18000$$

$\therefore 18000 < 20000$, student union has enough \$

to buy the souvenirs

\therefore The Student Union * (has) / does not have enough money to buy the souvenirs.
(*Circle the correct answer)

Q46/M1

Example of Student Work (Geometric proof)

$$\angle ACB = \angle EDB \text{ (given)}$$

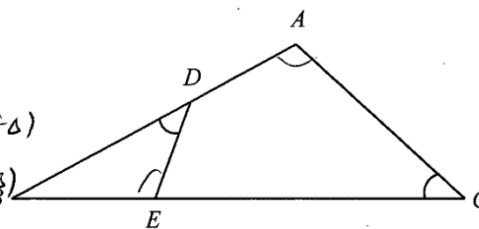
$$\angle ABC = \angle EBD \text{ (common } \angle)$$

$$\angle ABC + \angle BCA + \angle CAB = 180^\circ \text{ (sum of } \angle \text{ of } \triangle)$$

$$\angle EBD + \angle BDE + \angle DEB = 180^\circ \text{ (sum of } \angle \text{ of } \triangle)$$

$$\therefore \angle CAB = \angle DEB$$

$$\therefore \triangle ABC \sim \triangle EBD \text{ (AAA)}$$



Some common weaknesses of high-achieving students were that:

- Some students were not familiar with the concepts of some terminologies such as degree, coefficients and number of terms.
- Some students were not able to distinguish the difference between $(-2)^n$ and -2^n .
- Some students were not able to determine whether a polygon is convex.

Overview of Student Performances in Mathematics at Secondary 3 Territory-wide System Assessment 2016-2018

The percentage of students achieving Basic Competency in the Territory-wide System Assessment this year was 80.0% which was about the same as last year.

The percentages of students achieving Basic Competency from 2016 to 2018 are listed below:

Table 8.6 Percentages of S.3 Students Achieving Mathematics Basic Competency from 2016 to 2018

Year	% of Students Achieving Mathematics Basic Competency
2016	80.0
2017	79.9
2018	80.0

The performances of S.3 students over the past three years in each dimension of Mathematics are summarized in the following table:

Table 8.7 Overview of Student Performances in Mathematics at S.3 Territory-wide System Assessment 2016-2018

Number and Algebra		Year	2016	2017	2018	Remarks
Strengths		<ul style="list-style-type: none">Students could use directed numbers to describe real life situations. They also recognized the ordering of integers on the number line.Students could determine whether to estimate or to compute the exact value in a simple context.Students were able to round off a number to a certain number of significant figures.Students were able to solve simple selling problems by using percentages.Students were able to solve problems by using rate and ratio.Students were able to substitute values into formulas to find the unknown value.Students could formulate equations from simple contexts.Students demonstrated recognition of inequalities.	<ul style="list-style-type: none">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.Students were able to solve simple problems on depreciations.Students were able to convert numbers in scientific notation to integers and round off a number to 3 significant figures.Students were able to solve simple problems by using rate.Students were able to solve a system of linear simultaneous equations by algebraic methods.Students were able to substitute values into formulas to find the unknown values.Students demonstrated recognition of inequalities.	<ul style="list-style-type: none">Students were good at using directed numbers to describe real life situations. They also recognized the ordering of integers on the number line.Students could determine whether to estimate or to compute the exact value in a simple context.Students did well in representing real numbers on the number line.Students were able to solve simple problems by using ratio.Students were able to substitute values into formulas to find the unknown values.Students demonstrated good recognition of inequalities.	<ul style="list-style-type: none">Many students were not familiar with some concepts or some terminologies including number of terms of simple polynomials, growths and depreciations.Students were willing to show their working steps and strategies used in solving problems, but sometimes the solutions were incomplete or contained errors.Many students did not use a ruler to draw straight lines.	

<div>Year</div> <div>Number and Algebra</div>	2016	2017	2018	Remarks
Weaknesses	<ul style="list-style-type: none"> Students mixed up simple interest and compound interest. Consequently, they used the incorrect methods in solving problems. Students were weak in recognizing the terminologies of polynomials. Students could not distinguish whether an equality is an equation or an identity. Students were weak in manipulating algebraic fractions. 	<ul style="list-style-type: none"> Quite a number of students were not able to estimate values with reasonable justifications. Students mixed up the formulas for finding simple interest and compound interest. Quite a number of students were not able to distinguish polynomials from algebraic expressions. Students were weak in recognizing the terminologies of polynomials. Students' performance was only fair in change of subject in simple formulas. 	<ul style="list-style-type: none"> Quite a number of students were not able to estimate values according to the given context with reasonable justifications. Quite a number of students were not able to distinguish the difference between $(-2)^n$ and -2^n. Students were weak in recognizing the terminologies of polynomials such as number of terms. Students were quite weak in recognizing the meaning of roots of equations. Students' performance was not satisfactory in manipulating algebraic fractions. 	

<div>Year</div> <div>Measures, Shape and Space</div> <div>Strengths</div>	2016	2017	2018	Remarks
	<ul style="list-style-type: none"> Students were able to choose an appropriate unit and the degree of accuracy for real-life measurements. Students were able to select the appropriate ways to reduce errors in measurements. Students were able to find the volumes of cones. Students could identify the relationship between simple 3-D solids and their corresponding 2-D figures. They could also sketch simple solids. When the object and its image were given, students could identify the single transformation involved. Students could demonstrate recognition of terminologies on angles. Students could use the angle properties associated with intersecting lines/parallel lines and the properties of triangles to solve simple geometric problems. Students could recognize the axes of rotational symmetries of cubes. Students had good knowledge of the rectangular coordinate system. 	<ul style="list-style-type: none"> Students were able to find the range of measures from a measurement of a given degree of accuracy and estimate measures with justification. Students were able to select the appropriate ways to reduce errors in measurements. Students were able to use the formulas of volumes of prisms, find the areas of sectors and the total surface areas of pyramids. Students were able to identify the relationship between simple 3-D solids and their corresponding 2-D figures. Students were able to demonstrate recognition of the concepts of transformation and symmetry. Students were able to use the angle properties associated with intersecting lines/parallel lines and the properties of triangles to solve simple geometric problems. Students were familiar with the properties of parallelograms. Students had good knowledge of the rectangular coordinate system. 	<ul style="list-style-type: none"> Students were able to choose an appropriate unit and the degree of accuracy for real-life measurements. Students were able to find the volumes of cylinders. Students could use notations to represent angles. Students demonstrated good recognition of the concepts of transformation. Students were able to identify the nets of cubes. Students were good at using the properties of squares in numerical calculations. Students had good knowledge of the rectangular coordinate system. Students understood the basic concepts of trigonometric ratios. 	<ul style="list-style-type: none"> Students could estimate measures. However, their explanations were very limited and incomplete when they had to elaborate their estimation methods. In doing geometric proofs, some students used circular arguments and gave incorrect logical reasoning. They did not understand the differences between some theorems, for instance, the difference between 'corr. \angles equal' and 'corr. \angles, $AB//CD$'. Many students wrote the wrong units or omitted the units for the answers.

<div>Measures, Shape and Space</div> <div>Weaknesses</div>	Year	2016	2017	2018	Remarks
	<ul style="list-style-type: none"> Students' performance was quite weak in finding the total surface areas of cylinders. Students were weak in abstract concepts (such as distinguishing among formulas for volumes by considering dimensions). Students could not demonstrate recognition of common terms in geometry. Quite a number of students were not able to recognize straight angles and concave polygons. Students could not demonstrate recognition of the conditions for congruent and similar triangles. Students in general could not complete the proofs of simple geometric problems. 	<ul style="list-style-type: none"> Students in general were unable to use relationship of similar figures to find measures and distinguish among formulas for areas by considering dimensions. Many students were not able to determine whether a polygon is equilateral. Students were quite weak in recognizing the conditions for congruent and similar triangles. Students were weak in identifying the planes of reflectional symmetries of cubes. Students in general were not able to complete the proofs of simple geometric problems. Many students were not able to name the angle between a line and a plane. Students' performance was only fair in applying the conditions for two perpendicular lines. 	<ul style="list-style-type: none"> Students' performance in using the relationships between sides and surface areas of similar figures to solve related problems was fair. Many students were not able to determine whether a polygon is convex. Students were not able to use the conditions for similar triangles to perform simple proofs. Students in general were not able to complete the proofs of simple geometric problems. 		

<div>Year</div> <div>Data Handling</div>	2016	2017	2018	Remarks
Strengths	<ul style="list-style-type: none"> Students could use simple methods to collect data. Students could organize the same set of data by different grouping methods. Students could construct and interpret simple statistical charts. Students were able to compare the presentations of the same set of data by using statistical charts. Students could identify sources of deception in misleading graphs/accompanying statements. 	<ul style="list-style-type: none"> Students were able to use simple methods to collect data. Students were able to interpret simple statistical charts. Students were able to choose appropriate diagrams/graphs to present a set of data. Students were able to find mean and median from a set of ungrouped data. Students' performance was quite good in calculating probabilities. 	<ul style="list-style-type: none"> Students could organize the same set of data by different grouping methods. Students could construct and interpret simple statistical charts. Students were able to find mean and median from a set of ungrouped data. Students could calculate the theoretical probability by listing. 	<ul style="list-style-type: none"> Students were not able to give sufficient explanations in describing the sources of deception in cases of misuse of averages.
Weaknesses	<ul style="list-style-type: none"> Students could not read upper quartiles from diagrams/graphs. Without providing the table or tree diagram for guidance, quite a number of students were not able to calculate the theoretical probability. 	<ul style="list-style-type: none"> Students' performance was only fair in distinguishing discrete and continuous data. Students in general were not able to construct histograms correctly. Quite a number of students were not able to identify sources of deception in cases of misuse of averages. 	<ul style="list-style-type: none"> Students could not choose appropriate diagrams/graphs to present a set of data in general. The performance of students in identifying sources of deception in cases of misuse of averages was not satisfactory. 	

BCs are the essential knowledge and skills to be acquired by students in the three subjects of Chinese Language, English Language and Mathematics upon completion of the three main key stages of learning (i.e. P.3, P.6 and S.3) in order to learn more effectively at the next stage of learning. TSA not only provides the Government with objective data on all Hong Kong students' BCs, but also schools with information on their students' overall performance in the various learning dimensions with a view to providing feedback to learning and teaching.

At the territory-wide level, TSA provides information on the performance of P.3, P.6 and S.3 students in the three subjects of Chinese Language, English Language and Mathematics in different years. It helps the Government to collect data for conducting relevant research, reviewing policies and providing corresponding support.

At the school level, TSA provides schools with reliable and valid assessment information, and enables schools to have more holistic and objective data for reviewing their school-based curriculum planning, school-based assessment policy, teaching strategies, etc., as well as for adjusting and formulating teaching plans to enhance student learning and realising "assessment for learning" in daily classroom practice.

As in previous years, seminars on reporting the performance in individual subjects will be held by the HKEAA after the release of the results. In addition, various examples of students' performance will also be displayed with analysis to enhance teachers' understanding of students' performance through optimal use of assessment data with a view to enhancing learning and teaching, and to allow teachers to share their valuable experiences. The functions and features of each type of reports will also be introduced in the seminars to enable teachers to use related information in a more focused manner. This year, the HKEAA will also organise briefing sessions on the performance of P.3 NCS and SEN students in various subjects. It is hoped that teachers will have a better understanding of the learning performance of these students and provide timely and appropriate teaching resources and support.

Starting from 2018, the questionnaire survey on students' learning attitude and motivation (the questionnaire) is conducted on a regular basis. There are three parts in the questionnaire: questionnaire for schools, questionnaire for students and questionnaire for parents. The questionnaires for students and parents are conducted on a voluntary basis while the questionnaire for schools has to be returned after the completion of TSA. The

CONCLUSION

information collected and data analysed will enable schools to understand students' learning situation from multiple perspectives.