

香港特別行政區政府  
教育局

The Education Bureau  
of  
The Hong Kong SAR Government

# 2024 年全港性系統評估（中學）

Territory-wide System Assessment 2024  
(Secondary Schools)

## 便覽

Quick Guide



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# Assessment Time-tables

## A. Oral Assessments

Date	Assessment	Remark
23 or 24 April 2024	Chinese Language – Oral	12 or 24 students from each school will be randomly selected. Each school will participate in one session on either one of the two assessment dates.
	English Language – Oral	

In case of bad weather or emergency, the assessment would be deferred to 26 April 2024.

## B. Written Assessments

19 June 2024	20 June 2024
Chinese Language – Writing (75 minutes)	English Language – Writing (40 minutes)
<i>(Suggested 15-35-minute Break)</i>	<i>(Suggested 15-35-minute Break)</i>
Chinese Language – Reading (30 minutes)	English Language – Reading (35 minutes)
	English Language – Listening (approx. 35 minutes) (Remark: A CD player or a computer with speakers is required)
<i>(Suggested 15-35-minute Break)</i>	<i>(Suggested 15-35-minute Break)</i>
Chinese Language – Audio-visual (approx. 15 minutes) (Remark: A screen and a VCD player or a computer with speakers are required)	Mathematics (65 minutes)
Chinese Language – Listening (approx. 20 minutes) (Remark: A CD player or a computer with speakers is required)	

In case of bad weather or emergency, the assessment would be deferred to 24 June 2024.

Remark: The written assessments can be conducted in the school hall subject to actual situation of the school. However, listening component of the two language subjects must be conducted in a classroom since different classes will do different listening sub-papers.

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# Part 1

## The Territory-wide System Assessment

### Preamble

The Hong Kong Examinations and Assessment Authority (HKEAA) has been entrusted by the Education Bureau (EDB) to develop and implement Territory-wide System Assessment (TSA). For that purpose the HKEAA provides this *Quick Guide* to all secondary schools. This *Quick Guide* provides implementation details of TSA 2024. The Principals and teachers concerned please study this *Quick Guide* carefully to ensure that the System Assessment will be conducted smoothly.

### The Origin and Development of the TSA

In its 2000 report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments (BCA) in Chinese Language, English Language and Mathematics. The Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned in 2001 by the Education Bureau (former Education and Manpower Bureau) to develop and implement Basic Competency Assessments. The EC recommended that there be two components of the BCA: Student Assessment and System Assessment.

System Assessment, which was later renamed “Territory-wide System Assessment” (TSA), was conceived of as a low-stakes survey of the performance of students at Primary 3, Primary 6 and Secondary 3 levels in the three subjects. The main purpose is for school improvement and to provide the Government and schools with information on school standards in Chinese Language, English Language and Mathematics. The Government will provide support to schools in need of assistance.

The TSA was first commenced at P.3 level in 2004. In 2005, both P.3 and P.6 students took part in the TSA. In 2006, the TSA was extended to the Secondary 3 level.

### The Nature, Design and Implementation of the TSA

#### (a) Nature of the TSA

The TSA is low-stakes in nature. It provides overall assessment results at territory-wide level and at school level. However, no assessment results for individual students are made available.

#### (b) Mode of the TSA

The assessment items of the three subjects are set by the subject managers of the HKEAA in collaboration with officers of the Curriculum Development Institute of the EDB and experienced teachers. The items are constructed with reference to the Basic Competency descriptors and the curricula of the three subjects.

The TSA is mainly conducted in pencil and paper mode, except for oral assessments of Chinese Language and English Language.

To cater for the needs of students who use Putonghua as the medium of instruction, a Putonghua version of the listening, oral and audio-visual assessments of Chinese Language is available. For Mathematics, schools may choose either the Chinese or the English version.

### **(c) Design of the TSA**

In order to provide schools and the government with sufficient feedback, the coverage of the TSA must be comprehensive. Hence, for each subject, a large number of items are set. If a student is to attempt all the items (referred to as the “Full Paper”), three to four hours will be required. This is not considered desirable for S.3 students. Therefore, the “Full Paper” is divided into several “Sub-papers” and each student is only required to attempt one sub-paper. As the TSA is to reflect the overall performance of students at the territory-wide and school levels rather than that of individual students, students are not required to attempt the same paper.

When the assessment is conducted, students will be arranged to attempt different sub-papers. There are common items among the sub-papers. Based on students’ performance in both the common items and the other items in the individual sub-papers, HKEAA can use statistical methods to provide the overall performance of students at the school level.

Please refer to Parts 2 to 4 of the *Quick Guide* for the assessment design of Chinese Language, English Language, and Mathematics respectively.

### **(d) Participation of Schools**

The TSA is designed for all schools in Hong Kong. The objective is to produce an accurate and complete set of overall performance data at territory-wide and school levels.

All S.3 students are to participate in the TSA. The TSA is divided into two major parts which are conducted in April and June respectively. The first part is oral assessments of Chinese Language and English Language. Each school will participate in one session on either one of the two assessment dates. Samples of students will be randomly selected from each school to take the assessments. The second part is written assessments of Chinese Language (including its audio-visual component), English Language and Mathematics. All S.3 students are to take part in the assessments in their own schools over a two-day period.

For students requiring different learning needs and SEN students, schools may select special arrangements WS0 to WS7 for them. Details please refer to *Guidelines on Selecting Special Arrangements*.

## Administration of the TSA

Support and cooperation from schools is essential for the administration of the TSA such that the TSA will be conducted in accordance with uniform procedures to ensure validity and reliability of the assessment.

Principals shall appoint an Assessment Administration Supervisor (Schools may also appoint a Deputy Assessment Administration Supervisor to provide assistance) to liaise with the HKEAA and to coordinate the administration of the TSA in the school. The HKEAA will deploy an Assessment Administration Assistant to each school on the assessment days to support the work of the Assessment Administration Supervisor and the teachers taking care of invigilation work.

The role, duties and guidelines for the Assessment Administration Supervisors are set out in Part 5 of this *Quick Guide* (Instructions to Assessment Administration Supervisor).

## Invigilation

Schools shall follow the invigilation arrangements as stipulated in Part 5 of this *Quick Guide* (Instructions to Assessment Administration Supervisor).

For students with special educational needs (SEN) participating in the TSA, schools may follow the usual invigilation arrangements they adopt for these students in the school's internal assessments context.

## Standard Setting

The TSA is a standards-referenced assessment. The purpose of the assessment is to see how students have attained the Basic Competency (BC) levels set for Chinese Language, English Language and Mathematics. Through the TSA we can better understand the performances of the students in the different dimensions/skills of the three subjects<sup>Note</sup>.

Measurement specialists, experienced teachers and curriculum experts are appointed to form expert panels to set cut-scores for the BC levels for the three subjects. From these cut-scores, the HKEAA can find out the percentages of all students having attained the BC levels. For language subjects, setting the cut scores only covers listening, reading and writing skills (including Chinese audio-visual component).

## Reporting of Results

The HKEAA will provide four school reports<sup>1</sup> with different contents for each participating

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<sup>Note</sup> The dimensions/skills for the subjects of Chinese Language and English Language are i) reading, ii) listening, iii) writing, and iv) speaking. The dimensions of Mathematics are i) number & algebra, ii) measures, shape & space, and iii) data handling.

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

school to select in the light of school-based needs. From the reports, schools can understand the performance of their students as a whole in each dimension/skill/strand of the three subjects. For each subject, the report will show the number and percentage of students who have attained the BC level. Alongside, the corresponding percentages of the entire cohort of students in Hong Kong will also be provided for reference.

To enable schools to know more about the strengths and weaknesses of their students, the HKEAA will also provide an item analysis report for each school.

TSA “Supplementary Reports” will be made available for schools. They will exclude the performance of students with different learning needs and/or special educational needs (SEN) (refer to *Guidelines on Selecting Special Arrangements*). In addition, schools with five or more non-Chinese speaking (NCS)/Special Educational Needs (SEN) students participating in the Territory-wide System Assessment will receive an additional report providing information on NCS/SEN students’ performance.

From the reports, schools can address the strengths and weaknesses of students in each dimension/skill/strand of each subject as a whole, which in turn facilitates the formulation of their school plan to enhance learning and teaching.

Since the TSA aims to provide schools with data to enhance the effectiveness of learning and teaching, the assessment results of individual schools will not be ranked or made known to the public. Access to the school report is limited to the school management and the teachers of the school, and schools are reminded to deal with their school data seriously. Schools must follow the protocol strictly to avoid any misuse of information. The data is restricted to schools’ internal use and not for promotional purposes.

The territory-wide assessment report with territory-wide data will be made available to the general public through the HKEAA. The territory-wide report will not make reference to any specific schools.

## **Enquiries**

For any enquiries please contact us.

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