

## Results of the Secondary 3 English Language in TSA 2009

The Territory-wide percentage of students achieving the S.3 English Language Basic Competency in TSA 2009 was 68.8%, a slight decrease relative to the performance level of students in 2008 which was 68.9%.

### Secondary 3 Assessment Design

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

The S.3 written assessment consisted of three sub-papers for Listening, Reading and Writing, comprising a total of 69 items and 78 score points. Some items appeared in all three Listening and Reading sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 20 minutes, Reading sub-paper was 30 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 total. The composition of the S.3 sub-papers is summarised in Table 7.21.

**Table 7.21 Composition of S.3 Sub-papers**

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
Listening	9EL1	9EL2	9EL3		9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	17 (17)	18 (18)	16 (16)	L5-S-3-S3BC (ideas)	8 (4)	8 (4)
L5-L-1-S3BC (language features)	4 (4)	2 (2)	3 (3)			
Reading	9ER1	9ER2	9ER3	L6-S-6-S3BC (organisation)	8 (4)	0
L6-R-1-S3BC (reading strategies)	21 (21)	24 (24)	20 (20)	L5-S-4-S3BC (vocabulary & language patterns)	8 (4)	0
L5-R-3-S3BC (language features)	2 (2)	0	2 (2)			
L5-R-4-S3BC (reference skills)	2 (2)	2 (2)	3 (3)	L5-S-2-S3BC (pronunciation & delivery)	8 (4)	0
Writing	9EW1	9EW2	9EW3			
L6-W-1-S3BC (content)	1 (4)	1 (4)	1 (4)	L6-S-5-S3BC (strategies for oral communication)	8 (2)	8 (2)
L6-W-2-S3BC (language)	1 (4)	1 (4)	1 (4)			
L6-W-3-S3BC (organisation)	1 (2)	1 (2)	1 (2)			
L5-W-5-S3BC (features)	1 (2)	1 (2)	1 (2)			

### S.3 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 20 minutes each). Depending on the content and difficulty of the task, some parts or sections were played once or twice. Descriptions of the listening tasks are provided in Tables 7.22 and 7.23.

**Table 7.22 S.3 Listening: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L5-L-1-S3BC	Understanding the use of a range of language features in simple literary / imaginative spoken texts	7
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	30
<b>TOTAL</b>		<b>37</b>

**Table 7.23 S.3 Listening: Item Description and Question Types**

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC L5-L-1-S3BC	Dialogue - ' <i>Peter Yan</i> ' <i>9EL1 - Part 1</i> <i>9EL2 - Part 1</i> <i>9EL3 - Part 1</i>	Multiple choice	7 (7)
L5-L-2-S3BC L5-L-1-S3BC	Radio Talk - ' <i>Plastic Bags</i> ' <i>9EL1 - Part 2</i> <i>9EL3 - Part 3</i>	Multiple choice Short answer	5 (5) 2 (2)
L5-L-2-S3BC L5-L-1-S3BC	Dialogue - ' <i>Film Making</i> ' <i>9EL1 - Part 3</i> <i>9EL2 - Part 3</i>	Multiple choice	7 (7)
L5-L-2-S3BC	Interview - ' <i>District Officer</i> ' <i>9EL2 - Part 2</i> <i>9EL3 - Part 3</i>	Multiple choice	6 (6)

### S.3 Reading Items

Each student was required to attempt three reading tasks in one of the three Reading sub-papers. 30 minutes were allotted for the reading tasks in each of the sub-papers. Descriptions of the reading tasks are provided in Tables 7.24 and 7.25.

**Table 7.24 S.3 Reading: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	33
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	4
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	7
<b>TOTAL</b>		<b>44</b>

**Table 7.25 S.3 Reading: Item Description and Question Types**

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L5-R-4-S3BC	Articles - 'Newspaper' 9ER1 - Part 3 9ER2 - Part 3 9ER3 - Part 3	Multiple choice	12 (12)
L6-R-1-S3BC	Passage - 'Fast food' 9ER1 - Part 1 9ER2 - Part 1	Multiple choice	6(6)
L6-R-1-S3BC	Passage - 'Hospitals' 9ER3 - Part 1	Multiple choice	5 (5)
L6-R-1-S3BC L5-R-4-S3BC	Passage - 'Angola' 9ER2 - Part 2	Multiple choice Short answer	4 (4) 4 (4)
L6-R-1-S3BC L5-R-4-S3BC	Poem - 'Sad life' 9ER1 - Part 2 9ER3 - Part 2	Multiple choice	7 (7)

### S.3 Writing Tasks

Each student was required to attempt a writing task of about 150 words from one of the three Writing sub-papers. Forty minutes were allotted for the writing task in each of the sub-papers. Descriptions and topics of the writing tasks are provided in Tables 7.26 and 7.27.

**Table 7.26 S.3 Writing: Distribution of Items**

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

**Table 7.27 S.3 Writing: Item Description and Question Types**

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC	Mind map - Hong Kong Sightseeing <i>9EW1</i>	1 (12)
L6-W-3-S3BC L5-W-5-S3BC	Mind map - Sports Day <i>9EW2</i>	1 (12)
	Mind map - Study <i>9EW3</i>	1 (12)

### S.3 Speaking Tasks

Each student was required to attempt either an ‘Individual Presentation’ (3 minutes for preparation and 2 minutes for assessment) or a ‘Group Interaction’ (3 minutes for preparation and 3 minutes for assessment). There were altogether 16 sub-papers: two sub-papers each for the Individual Presentation and Group interaction, used for four sessions that took place over two assessment days. Descriptions of the speaking tasks are provided in Table 7.28.

**Table 7.28 S.3 Speaking: Distribution of Tasks**

Basic Competency	Task Description	Descriptor
L5-S-2-S3BC	Individual Presentation <i>9ESP1 – 9ESP8</i>	Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cues
L5-S-3-S3BC		Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration
L5-S-4-S3BC		Using a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning
L6-S-5-S3BC		Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships/ interaction in familiar situations
L6-S-6-S3BC		Using organising techniques generally appropriately to convey meaning
L5-S-3-S3BC	Group Interaction <i>9ESG1 – 9ESG8</i>	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

**Topics for ‘Individual Presentation’:**

9ESP1 -	Housework
9ESP2 -	My Best Friend
9ESP3 -	Shopping
9ESP4 -	TV Shows
9ESP5 -	My Favourite Festival
9ESP6 -	School Life
9ESP7 -	Place to Visit
9ESP8 -	Reading

**Topics for ‘Group Interaction’:**

9ESG1 -	New Club
9ESG2 -	School Visit
9ESG3 -	School Radio
9ESG4 -	Chinese New Year - Decorations
9ESG5 -	Health Food in School
9ESG6 -	End-of-year Trip
9ESG7 -	Special Lunch for Teacher
9ESG8 -	Cheering Team at School

## ***Performance of S.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2009***

### **S.3 Listening**

Students with minimally acceptable levels of basic competence are generally able to understand the meaning of simple dialogues in both familiar and unfamiliar topics. Students can extract specific information, make simple inferences with contextual clues and comprehend main ideas when dialogues are delivered clearly and in generally familiar accents.

#### ***Specific information***

- Most students were capable of extracting specific information from spoken texts. For example, when listening to an interview with a chef, students understood that the chef would be travelling to different countries to promote his cookbook. ('Peter Yan, Top Chef' - 9EL1, 9EL2, 9EL3 - Part 1 Q.2)

#### ***Contextual clues***

- Students were able to draw conclusions from contextual clues. When listening to an interview with a Wanchai District Officer, many students responded correctly about old people benefitting if more parks were built in the area. ('Wanchai District Officer' - 9EL2 - Part 2, 9EL3 - Part 2 Q.5)

#### ***Inference***

- Many students listening to a short dialogue between a reporter and a Wanchai District Officer could infer correctly that land had been reclaimed to develop many areas of Wanchai. ('Wanchai District Officer' - 9EL2 - Part 2, 9EL3 - Part 2 Q.3)

#### ***Main ideas***

- Students were capable of comprehending the main ideas in spoken texts. For example, listening to Peter Yan, the chef from Beijing, students understood that when things go wrong, he tries not to make the same mistakes again. ('Peter Yan, Top Chef' - 9EL1, 9EL2, 9EL3 - Part 1 Q.4)

### ***Unfamiliar expressions***

- Students have been able to connect ideas in order to answer certain unfamiliar expressions. For example, when the short phrases from an interview with a chef were repeated, students answered correctly that he was told by his mother to cook using his instincts. ('Peter Yan, Top Chef' - 9EL1, 9EL2, 9EL3 - Part 1 Q.6)

### ***Intonation/tone***

- Students were generally capable of distinguishing a speaker's feelings by the tone of his voice. ('Plastic Bags' - 9EL1 - Part 2, 9EL3 - Part 3 Q.6, 7)

## **S.3 Reading**

Students with minimally acceptable levels of basic competence were able to understand the meaning of simple texts written on familiar topics and for various purposes, contexts and audiences. They could extract specific information as well as locate information from different text-types such as newspaper articles. Students were also capable of using inference skills in certain passages with familiar topics.

### ***Specific Information***

- Most students could extract specific information in various reading passages. For example, from an article on fast food, most correctly answered that the food was full of fat. ('Fast Food' - 9ER1, 9ER2 - Part 1 Q.3).

### ***Main Ideas***

- After reading a poem, most students chose the correct answer when asked to identify how the writer felt about his sick mother. They understood that he worried a lot about her. ('My Sad Life' - 9ER1, 9ER3 - Part 2 Q.2)

### ***Inference Skills***

- Students could comprehend information not explicitly stated in a newspaper article. Many were capable of inferring the correct answer to the question that people should make sure to use seatbelts in a car, especially if there is a baby on board. ('Fastens beer, Not child' - 9ER1, 9ER2, 9ER3 - Article 1 Q.3)



### ***Alliteration***

- Students could generally identify alliterative words in a poem when an example was given in the question. In the poem, ‘My Sad Life’, the question provided the example, ‘torn, tattered trousers’ and students were able to select an example from the poem, ‘sick, sits sleepless’. (‘My Sad Life’ - 9ER1- Part 2, 9ER3 - Part 2 Q.3)

## **S.3 Writing**

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

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

## Sports Day (9EW2)

### Student Exemplar 1

#### Sports Day

~~Dear Sir,~~  
Last week, my school was organized Sports Day in Shatin Sports Ground. That day was very happy and exciting. Many students and teachers was joined events. The events started at eight o'clock am.

First events was long jump for B Group boys. Many boys students ~~had~~ went to first-aid station. Events had started, many students so exciting and so high. They were very happy. The championer was CHAN TAI MAN. His classmates was so happy! Besides, some track and field events had organized. For example, high a jump, relay and house competitions. Master, students, teachers and athletes was looked very exciting.

For lunch, we can went to snack shop to buy food. The snack shop had many delicious ~~the~~ food can to buy. That day I had bought a cup noodles and four ~~of~~ of chicken wings. It was so yummy!

The last events was House competitions. I looked many students was very hard-working to say them slogan. It was because they give a ~~power~~ power to their house member. It was so powerful! The championer ~~was~~ was yellow house. ~~congratulations!~~ All events was end. The events stopped at five pm.

I think ~~that~~ that day was very happy. I felt interesting and exciting. I had enjoyed Sports Day. I hope next year can organize again.

(215 words)

### Annotation

The passage contains simple language patterns and some errors in grammar although it does not affect meaning. The writing also contains inappropriate verb tense shifts.

**Student Exemplar 2**

**Study**

In Form One year, is a new start of the student. They should have more work-hard, if they would study well.

What can we <sup>do</sup> to study well? I think it can be more. First, I think the <sup>some of</sup> lessons is important thing. It is because the lessons are new things for the Form One students. They should be careful to listen to the teacher and take notes. If they have any questions, they had to ask the teacher or another study partners. Our Scheme can be they study partners, because the Big Brother / Sister Scheme's work is help the young students to study well.

Another important thing is the study skills. The Form One students should plan their time by themselves, let they to balance their study time, and play time. And they have a revise the notes every weeks, it can make them remember the lesson <sup>what</sup> talking about.

For the exam, the student will have a instructions, they should follow the instructions. It can be make them get higher marks.

Also, student is really important things, but don't forget the out side things.

**Annotation**

The writing passage is generally based on prompts with no further details added. Although the passage is organized, it contains a limited range of vocabulary and simple language patterns.

## Hong Kong Sightseeing (9EW1)

### Student Exemplar 3 Hong Kong Sightseeing

Today I want to tell you some places to visit in Hong Kong.

First, you can go to Kowloon. At Wong Tai Sin, there have a Wong Tai Sin Temple you can go there for place God to bless you. Then, you can go to Tsim Sha Tsui to visit Avenue of Stars, it's funny! Because you can see many people is make in stone.

After that, you can go to Sai Kung. At Sai Kung you can BBQ there with your friends. You also can go hiking and camping there! I think it will be exciting!

Next, you can go to Mai Po Wetland. At Mai Po Wetland, there have many types of bird, you can see many birds at there!

Finally, you can go to Lantau Island. At Tai O you can buy salty fish and there have a beautiful view! It can let you do not want to go home. You also can ride on Ngong Ping 360 at Lantau Island!

### Annotation

The content is relevant but ideas are not elaborated. Paragraphs are generally based on prompts with simple language patterns and some errors in grammar though meaning is not affected.

**Student Exemplar 4**

**Sports Day**

16th of October is The Sports Day at my school. I was glad and unforgettable in that day. Let me tell you about my experience.

Today, the sun was smile, looked like very happy. Therefore we could have a good weather for The Sports Day.

~~First~~, The participants were athletes, teachers and students, <sup>First</sup> The principal talked about a few time, then Sports Day started.

The students ~~reacted~~ <sup>stared</sup> at the first-aid station to get ready. When they were running to the end place, the cheering teams were cheering.

[At the lunchtime, I bought something to eat at the snack shop of the sports ground, wow!] The things were yummy!

~~Later~~ <sup>After the lunchtime</sup> the track and field events started. It was including relay, long jump, high jump and short put. It also excited.

Although I haven't join any sports activities in that day, but The Sports Day was exciting that I could watch.

**Annotation**

The passage contains limited ideas and few details are expressed. Paragraphs are developed based on prompts and lack further elaboration. The passage contains a simple range of vocabulary and language patterns.

### **S.3 Speaking**

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

## ***Best performance of S.3 Students in TSA 2009***

### **S.3 Listening**

Students demonstrated the ability to understand ideas, information, preferences, intentions and attitudes in simple spoken texts. Students could extract specific information, distinguish main ideas from supporting details, make simple inferences with contextual clues and discriminate between intonation for a range of purposes when dialogues were delivered clearly and in generally familiar accents.

#### ***Unfamiliar Words and Expressions***

- Students were able to deduce the meaning of unfamiliar words and expressions. In an interview with a chef, students could correctly answer that ‘following your instincts’ meant cooking dishes with your own ideas and feelings. (‘Peter Yan, Top Chef’- 9EL1, 9EL2, 9EL3 - Part 1 Q.6)

#### ***Inference Skills***

- Students were competent in using inference skills. For example, they were capable of inferring that Mr Wong, a district officer in Wanchai, was pleased about the changes in the area from his reaction to the fantastic development that took place over the years. (‘Wanchai District Officer’ - 9EL2, 9EL3 - Part 2 Q.4)

#### ***Main Ideas***

- Students were capable of identifying details supporting the main idea in an interview with Peter Yan, the chef. They understood that he didn’t worry about little mistakes he made but did his best to improve. (‘Peter Yan, Top Chef’- 9EL1, 9EL2, 9EL3 - Part 1 Q.4)

#### ***Intonation***

- Students were competent in identifying the reaction of a guest being interviewed by the tone of his voice when asked about people using plastic shopping bags. (‘Plastic Bags’- 9EL1, 9EL3 - Part 3 Q.6)

### ***Simile***

- Students correctly answered an item when asked what Peter Yan, a chef, meant when he said, ‘A day without cooking is like a day without sunshine’. Students responded with the answer that he enjoyed cooking and making good food. (‘Peter Yan, Top Chef’ - 9EL1, 9EL2, 9EL3 - Part 1 Q.7)

## **S.3 Reading**

Students generally used a wider range of reading strategies to understand the meaning of texts with some degree of complexity. They demonstrated some ability to use some strategies to determine the meaning of texts written on familiar and unfamiliar topics and for various purposes, contexts and audiences.

### ***Contextual Clues***

- Students could identify various contextual clues in passages and were able to deduce the meanings of similar expressions or words. In a passage about fast food, students answered correctly that fast food too often causes heart problems. (‘Fast Food’ - 9ER1, 9ER2 - Part 1 Q.4)

### ***Unfamiliar Expressions***

- Students were able to interpret the meaning of unfamiliar words and expressions. For instance, students were able to respond correctly that ‘timely reminder’ means reminding people of something important. (‘Fastens beer, not child’ - 9ER1, 9ER2, 9ER3 - Part 3 Q.3)

### ***Reference Skills***

- In a newspaper article, students could correctly identify a referent to the associated word, such as ‘this’ to the beer that the driver had fastened in his car. (‘Fastens beer, not child’ - 9ER1, 9ER2, 9ER3 - Part 3 Q. 2)

### ***Specific Information***

- Students could extract information in a newspaper article to identify the countries where the articles were written. (‘Three Newspaper Articles’ - 9ER1, 9ER2, 9ER3 - Part 3 Q.11)



### ***Inference Skills***

- In a passage about hospitals, students could infer that although hospitals help people, most people cannot wait to leave. ('Hospitals' - 9ER3 - Part 1 Q.6)

### ***Main Ideas***

- From a newspaper article, students correctly answered that police would try to investigate whether the parents who offered to sell their baby were guilty of a crime. ('Baby for sale' - 9ER1, 9ER2, 9ER3 - Part 3 Q.9)

### ***Gist***

- Students were able to determine the gist of a stanza in a poem when the writer's thoughts are about his sick mother. ('My Sad Life' - 9ER1, 9ER3 - Part 2 Q.6)

## **S.3 Writing**

Students with a good performance in writing demonstrated competence in the required criteria - content, organisation, language and features when completing assessment writing tasks. Students could communicate ideas, information, opinions and feelings appropriate to the context and purpose.

Student Exemplars 5 – 8 are written compositions that have the following characteristics:

- relevant content and ideas expressed effectively
- adequate overall planning and organization
- paragraphs developed with supporting details
- coherent links within and between paragraphs
- wider range of vocabulary and language patterns used appropriately
- few grammatical, spelling, capitalisation and punctuation mistakes
- features generally used correctly

## Hong Kong Sightseeing (9EW1)

### Student Exemplar 5

#### Hong Kong Sightseeing

Hong Kong is a good place for tourists to visit. There are many sightseeing. Today, I will introduce some of them.

Tsim Sha Tsui is a wonderful place for dating.

You can visit the Avenue of stars with your girlfriend / boyfriend. It is very meaningful. You can also watch the beautiful Victoria Harbour at night.

You can take many beautiful photos!

Sai Kung is a good place for the people love camping. There are many country park or camp site.

You can have a exciting and comfortable camping.

In the country park, you can BBQ and hiking.

It can give you a wonderful day!

Hong Kong has many theme park. For example =

Ocean Park, Disneyland and Mai Po Wetland.

They have their own good things for visiting. Ocean

Park has many ocean organisms to watch; Disneyland

has many exciting games to play; Mai Po Wetland

has much of special living organisms. You can have a great time at these park.

Hong Kong is a very comfortable place. You can enjoy a good time at Hong Kong!

### Annotation

The passage contains relevant content with ideas and details effectively expressed. It also contains a range of vocabulary and language patterns with few grammatical errors.

**Student Exemplar 6**

**Study**

Some of the students claimed that they know how to study, but not really. Study is learning and listening.

First, in the lesson ~~the~~ students must listen to the teachers and also take notes. Taking notes is very important because this can help you to remember the things ~~you~~ you have learnt. Moreover, when you have any questions, put your hand up and ask the question, your teachers will help you. So don't worry, just ask.

Second, students can join the clubs such as English club, Chinese club. You can learn more in the club during the games or activities. This is a good way to ~~learn~~ learn better.

At last, I have some study skills for you before the exam. You must plan your time to study. you can put more time on the subject that you need to study more. If you have taken down the notes, this is the time to do revision on the notes.

During the exam, follow the instructions and read them carefully. Look at your watch, pay attention on the time.

These are all the tips that I can give you.

**Annotation**

The passage contains relevant content and the ideas are expressed with some elaboration. Paragraphs are well organized with coherent links and contain few errors in grammar and spelling.

**Student Exemplar 7**

**Sports Day**

Sports Day is held, it's a wonderful time, there were many things happened. It could let you gather... together with friends, parents or teachers. It may be the most joyful time in the school year.

In the sports ground, there is first aid station in order to help those injured athletes. Also, there is a snack shop which provides food and drinks for athletes or students. Each floor has a toilet. The facilities is enough.

There are many track & field events such as long jump, high jump, relay, shot put, etc. All athletes have tried their best to win. The encouragement of others cheered them up.

The cheering teams also have competitions too. They had a exciting competition. some teachers joined together! <sup>Even</sup> <sup>also</sup>

Except students, teachers and parents also were athletes. Although they all want to win, they have team spirit which comes in front of competition. They never let themselves discouraged by losing the competition. We should learn their spirit.

The sports day is both meaningful and wonderful, I hope that all of you can enjoy this joyful time every year.

**Annotation**

The passage contains relevant content with ideas expressed effectively. Paragraphs are developed coherently with a range of vocabulary and language patterns. Although there are some verb tense shifts, comprehension is not impeded.

**Student Exemplar 8**

**Study**

Study, is an important thing, the method to study is also important. Let me tell you how to study well.

First, during the lessons, you should pay attention to the teacher's teaching, jot down the notes and do revision at home. You should ask and answer questions if you have problems.

Second, during the exam period, you should not be so nervous, you should calm down yourself and relax yourself. Otherwise, it will affect your performance in exams. You should plan a time table to study, revise the notes everyday. Try your best in exams with no regret.

Third, you should find your study partners, for example, from the clubs, the Big Brother/Sister Scheme. You can ask your partners to ask you question and test whether you understand the content. You can discuss the problems together, it is an effective way to study. Study with your partners is happy but you should not just play with them, study comes first.

To conclude, if you want to study well, you should pay attention in the lesson, this is always the most important criteria to study well.

**Annotation**

The writing passage contains generally relevant content supported with ideas expressed effectively and clearly. Paragraphs are developed coherently with an appropriate use of vocabulary and language patterns.

## **S.3 Speaking**

### ***Individual Presentations***

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

- Students expressed ideas, information and opinions that were relevant and reasonably clear with supporting details.
- Students were capable of using appropriate language patterns and vocabulary. They could speak clearly and fluently with few errors in pronunciation and could use a wider range of delivery techniques. They showed an awareness of their audience, maintaining good eye contact with the oral assessors.

### ***Group Interactions***

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

- Students could respond to relevant ideas with supporting details provided. They demonstrated a good range of vocabulary and were reasonably clear expressing opinions. Pronunciation of familiar and unfamiliar words was generally clear and accurate.
- Students could use various strategies for oral communication. Many capable students could maintain interactions through a range of communicative strategies, such as posing questions to elicit opinions from other group members, encouraging others to elaborate further and consolidating the group's ideas.

## ***General Comments on S.3 Student Performances***

### **S.3 Listening**

- Students at the Basic Competency level performed well with extracting specific information from spoken texts. They could understand short conversations supported by context, careful or slowed speech, repetitions or rephrasing. They could distinguish most common word-order patterns but had difficulty with tense shifts and more complex sentence structures.
- Most students understood simple texts with familiar topics and could identify opinions when they were clearly signalled. Generally students could work out the meaning of unfamiliar words when a simple and familiar context was given.
- Students generally found inference difficult, in particular drawing conclusions about feelings and intent of the speaker.
- Students generally did well on written answers though spelling mistakes made it difficult to comprehend at times.
- Students were generally capable of distinguishing a speaker's feelings from the tone of his voice.

### **S.3 Reading**

- Most students were capable of locating specific information from different text types.
- Many students were capable of relating facts and information in various texts.
- Some students were able to identify alliterative verse with a given example as well as the ability to understand the tone of a writer in a poem.
- Some students could interpret the meaning of unfamiliar words and expressions with contextual clues.
- Students could generally understand key words or the meaning of a phrase from reference words.

### S.3 Writing

- Students writing well-organised paragraphs and providing additional details for their ideas scored 3 and 4 for Content and Language.
- Students scoring 2 or 1 for Content and Language tended to provide few ideas and generally based their writing on the prompts.
- Off-topic writing passages were awarded 0 for Content and Features and did not score more than a 2 for Organisation and Language.
- Using a wider range of vocabulary with fewer grammatical errors, capable students could provide more supporting details to their main ideas in their writing. (Student exemplar #7 – Sports Day)
- Although students could write well-organised paragraphs, few could elaborate on the topic and generally based their comments on the prompts. (Student exemplar #3 – HK Sightseeing) Students with better writing skills could develop well-organised paragraphs and could for instance, even offer advice about the how to study. (Student exemplar #8 – Study )
- On a familiar topic about the school sports day, students generally used simple language patterns and their ideas lacked supporting details. Although errors in spelling and grammar were evident, comprehension was not hindered. (Student exemplar #4 – Sports Day)
- Capable students wrote better organized passages and could elaborate their ideas giving valid reasons for various places to visit in Hong Kong. (Student exemplar #5 – HK Sightseeing)
- Many students were unable to use proper tenses correctly, usually making errors with the simple past tense and the past perfect tense. (Student exemplar #1 – Sports Day)
- Students, in many instances, misspelled common words such as the following examples, ‘tried’ for ‘tired’, ‘frist’ for ‘first’, ‘quite’ for ‘quiet’, and ‘form’ for ‘from’.



### S.3 Speaking

- Student presentations lasting less than one minute scored no more than 2 (all criteria).
- Students who read word for word from their own notes were not awarded a score higher than 2 (all criteria).
- Students who only read out questions using the prompts did not contribute ideas to the discussion and no score was awarded on 'Task Completion – Ideas and Intelligibility'.
- When presenting, most students generally spoke clearly, with some fluidity of expression, though difficulties with pronunciation, intonation, or pacing were noticeable. Some students could not express themselves clearly and the relationship between their ideas was not immediately clear, though overall intelligibility was not significantly affected.
- Most students could respond to a speaking task appropriately, but fell short of fully elaborating on a given topic. They were generally intelligible and coherent, with some fluidity of expression, though noticeable lapses in the expression of ideas were evident.
- Although many students spoke with an imprecise or inaccurate use of vocabulary or grammatical structures, or a limited range of structures, it did not interfere with the communication of the message.
- Some students hesitated occasionally and used fillers such as 'ah' and 'hmm' in their presentations. Others hesitated to the extent that their speech was stilted and difficult for listeners to comprehend.
- Although many students simply read their presentation, others made attempts to display an awareness of their audience using appropriate eye contact with the oral assessors.
- In 'Group Interactions', students' responses were generally brief and they seldom elaborated on their own ideas or provided further details in their discussions.
- Students used only limited interaction strategies when responding to others, for example, 'I agree', 'That's a good idea!' or 'Do you have any idea?'
- In some cases, students were extremely self-conscious about their oral communication skills. They did not actively participate in the interaction or were extremely hesitant when speaking.

### ***Comparison of Student Performances in English Language at Secondary 3 TSA 2007, 2008 and 2009***

The percentage of S.3 students achieving Basic Competency in 2009 was slightly lower than the percentage for the year 2008 which was 68.8% as shown in Table 7.29.

**Table 7.29 Percentages of S.3 Students Achieving English Language Basic Competency in 2007, 2008 and 2009**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2007	69.2
2008	68.9
2009	68.8

A comparison of the strengths and weaknesses of S.3 student performances in TSA 2007, 2008 and 2009 provides useful information on how teachers can help students improve their skills. Table 7.30 summarises such a comparison.

**Table 7.30 Comparison of Student Performances in English Language at Secondary 3 TSA 2007, 2008 and 2009**

<div>Year</div> <div>Skill</div>	2007	2008	2009
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students could generally analyse and integrate information from different text types and identify main characters in film reviews using contextual clues.</li> <li>Many students were capable of distinguishing between views and attitudes in an article and inferring a writer's point of view in a poem. Many could distinguish fact from opinion.</li> <li>Capable students were able to interpret and make a plausible conclusion of the meaning of unfamiliar words and expressions. Additionally, they could find the meaning of words with definitions from dictionary entries.</li> <li>A substantial number of students were capable of predicting development based on cues in a reading passage.</li> </ul>	<ul style="list-style-type: none"> <li>Students could generally analyse information and identify main characters in book reviews using contextual clues.</li> <li>Some students were capable of distinguishing views and attitudes and inferring a writer's point of view.</li> <li>Capable students were able to comprehend and make plausible conclusions of the meaning of unfamiliar words and expressions using reference skills.</li> <li>Capable students could identify alliteration in a poem when an example was provided in the question.</li> </ul>	<ul style="list-style-type: none"> <li>Students could generally use strategies to determine the meaning of texts written on familiar topics and for various purposes and contexts.</li> <li>Some students were capable of distinguishing views and attitudes and could understand the meaning of texts with some degree of complexity.</li> <li>Some students were able to comprehend and make plausible conclusions of the meaning of unfamiliar words and expressions using reference skills. Many were also adept at inference.</li> <li>Some students could understand language features and correctly identify an example of alliteration.</li> </ul>

Year Skill	2007	2008	2009
<b>Writing</b>	<ul style="list-style-type: none"> <li>• In general, students could provide reasons and elaborate on familiar topics. They were competent in using correct letter formats and in writing short, descriptive passages.</li> <li>• Students in most cases were able to provide details to support main ideas. Given pictorial cues students could provide relevant ideas and write a coherent and organised passage.</li> <li>• Many students could use simple sentences with connectives, such as 'also', 'therefore' and 'after' in writing an article. However, using cohesive links between paragraphs was lacking in some instances in students' writing.</li> <li>• Many students had difficulty with basic punctuation and often misspelled common words. They used a limited range of vocabulary with simple language patterns that at times affected meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students could provide reasons and elaborate on familiar topics though with some spelling and grammatical errors. They were competent in using correct formats in writing short, descriptive passages.</li> <li>• Students in most cases were able to provide details to support main ideas. Given pictorial cues students could provide relevant ideas and write coherent and organised paragraphs.</li> <li>• Many students could use simple sentences with connectives, such as 'first', 'second' and 'finally' in writing paragraphs. Paragraphs were generally well-organised with coherent links.</li> <li>• Many students were unable to use the correct tenses, in particular the simple past correctly, which made it difficult for readers to comprehend. In addition, students could not provide topic sentences with supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Students could generally communicate ideas, information and opinions appropriate to the context and purpose in writing.</li> <li>• In general, students could provide reasons and elaborate on familiar topics in writing short, descriptive passages.</li> <li>• Students in most cases were able to provide details to support main ideas.</li> <li>• Many students could use simple sentences with connectives, such as 'first', 'second' and 'finally' in writing paragraphs. Paragraphs were generally well-organised with coherent links.</li> <li>• Many students were unable to use the correct tenses, in particular the simple past, which made it difficult for readers to comprehend.</li> </ul>

<div>Year</div> <div>Skill</div>	2007	2008	2009
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Most students were competent in understanding spoken language from a tapescript and integrating the information with a given written passage.</li> <li>• Students were competent in sequencing events from a dialogue and could extract information from spoken texts.</li> <li>• Many capable students were competent in identifying rhyming words in a poem.</li> <li>• Capable students were adept at inference and could interpret and evaluate information not explicit in a dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students were competent in understanding spoken language from a tapescript and integrating the information on an information sheet.</li> <li>• No items on sequencing in the assessments.</li> <li>• Many students were competent in identifying end rhymes in a poem.</li> <li>• Capable students were adept at inference and could interpret and evaluate information not explicit in a dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students were competent in understanding ideas, information, opinions and feelings in simple, clear and slowly spoken texts.</li> <li>• Students could extract relevant ideas and information from spoken tests on familiar topics.</li> <li>• Capable students were adept at inference and could interpret and evaluate information not explicit in a dialogue.</li> </ul>

Year Skill	2007	2008	2009
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Students were capable of presenting ideas and could speak clearly although at times errors in pronunciation impeded communication. Many dropped end consonants or added consonants incorrectly.</li> <li>Many students expressed adequate ideas when prompted during 'Individual Presentation'. Most could communicate clearly using simple language patterns and vocabulary although errors were evident.</li> <li>Although students could provide information relevant to the topic, some tended to hesitate frequently or use stilted speech making it difficult for listeners to comprehend or to follow the student's 'Individual Presentation'.</li> </ul>	<ul style="list-style-type: none"> <li>Students were capable of presenting ideas though pronunciation at times hindered communication of ideas. The addition or dropping of consonants in words made it difficult to understand at times.</li> <li>Many students generally expressed adequate ideas when prompted during 'Individual Presentation' and delivered their presentations using simple language patterns and vocabulary.</li> <li>Many hesitated frequently when presenting which made it difficult for oral assessors to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Students were capable of expressing ideas and information which were comprehensible although a number of pronunciation and language errors impeded understanding at times.</li> <li>Many students generally expressed adequate ideas when prompted during 'Individual Presentation' and delivered their presentations using simple language patterns and vocabulary.</li> <li>Some students hesitated frequently when presenting which made it difficult for oral assessors to understand.</li> </ul>

Year Skill	2007	2008	2009
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Occasionally students would make an attempt to display awareness of their audience by making eye contact during 'Individual Presentation', however, many simply read their prepared presentation.</li> <li>In 'Group Interaction' students responded to each other with simple, short responses and seldom elaborated upon or further extended ideas brought up in a discussion.</li> <li>During 'Group Interaction', students usually responded to each other using limited interaction strategies, for example, 'That's okay' or 'I want to tell you'.</li> </ul>	<ul style="list-style-type: none"> <li>In many cases, students simply read their presentations though some would occasionally make brief eye contact with the assessors.</li> <li>In 'Group Interaction' students responded to each other with simple, short responses though some attempted to add details in their responses.</li> <li>During 'Group Interaction', students usually responded to each other using limited interaction strategies, for example, 'That's okay' or 'I agree' or 'I am agree.'</li> </ul>	<ul style="list-style-type: none"> <li>In many cases, students simply read their presentations though some would occasionally make brief eye contact with the assessors.</li> <li>In 'Group Interaction' students responded to each other with simple, short responses although, at times, they attempted to add details in their responses.</li> <li>During 'Group Interaction', students usually responded to each other using limited interaction strategies, for example, 'That's okay' or 'I agree' or 'Do you have any idea?'</li> </ul>

## ***Comparison of Student Performances in English Language at Primary 3, Primary 6 and Secondary 3 TSA 2009***

This was the fourth year that Secondary 3 students participated in the Territory-wide System Assessment at the end of Key Stage 3. The percentage of S.3 students achieving Basic Competency in 2009 was slightly lower than the percentage for the year 2008 as shown in table 7.31.

**Table 7.31 Percentage of Students Achieving English Language Basic Competency**

<div> <div>Year</div> <div>Class Level</div> </div>	% of Students Achieving English Language Basic Competency					
	2004	2005	2006	2007	2008	2009
<b>P.3</b>	75.9	78.8	79.4	79.5	79.3	#
<b>P.6</b>	--	70.5	71.3	71.3	71.5	#
<b>S.3</b>	--	--	68.6	69.2	68.9	68.8

# P.3 and P.6 TSA was cancelled due to the HINI Swine Influenza outbreak. No BC standard set for 2009.



**Table 7.32 Comparison of Student Performances in English Language at Primary 3, Primary 6 and Secondary 3 TSA 2009**

Level Skill	P.3	P.6	S.3
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• In 'Reading Aloud', about half of the students read the texts fluently and clearly despite a few errors in pronunciation. Some students had difficulty pronouncing final consonant blend sounds in certain words correctly.</li> <li>• Students continued to provide brief answers to the questions in 'Expression of Personal Experiences'. Students did not respond as well to questions beginning with 'How' and 'Why' as questions that elicited factual answers.</li> <li>• More than half the number of students was able to provide relevant answers to most questions in 'Picture Description'. Students could give more elaboration on more familiar topics, such as Tom and His Homework and Chinese New Year.</li> </ul>	<ul style="list-style-type: none"> <li>• More than half of the students could read the texts fluently and clearly despite a few mistakes in pronunciation. Some students dropped end consonants and had problems with final consonant blend sounds, long vowel sounds as well as consonant digraphs.</li> <li>• Students generally could provide relevant answers to the questions. Some could even provide further details on the topics familiar to them.</li> <li>• In 'Presentation', many students could express their ideas quite clearly based on the information provided despite some errors in pronunciation.</li> <li>• Students with better performance could elaborate their ideas when interacting with oral examiners. However, some students lacked the vocabulary needed to express themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• When presenting, most students generally spoke clearly, with some fluidity of expression, though difficulties with pronunciation, intonation, or pacing were noticeable. At times it was an effort to comprehend a student's presentation as relationships between ideas were not immediately clear, though overall intelligibility was not significantly affected.</li> <li>• Most students could respond to a speaking task appropriately, but fell short of fully elaborating on a given topic. When presenting, students were generally intelligible and coherent, with some fluidity of expression, though noticeable lapses in the expression of ideas were evident.</li> <li>• Many students demonstrated a fairly effective use of grammar and vocabulary with a coherent expression of relevant ideas. Some students, however, presented with an imprecise or inaccurate use of vocabulary and grammatical structures, or a limited range of structures, though it did not interfere with the communication of the message.</li> <li>• In 'Group Interaction' students generally responded to each other with simple, short responses and seldom elaborated or further extended their ideas when discussing their assigned topic.</li> </ul>