

## 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*
<b>English Language</b>					
Written Paper					
Listening	31(31)	31(31)	31(31)	--	54(54)
Reading	36(36)	36(36)	36(36)	--	72(72)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	68(79)	68(79)	68(79)	--	129(138)
Speaking					
Presentation	2(14)	2(14)	2(14)	2(14)	8(14)
Group Interaction	2(6)	2(6)	2(6)	2(6)	8(6)

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

**Table 7.11b Composition of S.3 Sub-papers**

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
<b>Listening</b>  L5-L-2-S3BC (listening strategies) L5-L-1-S3BC (language features)	9EL1	9EL2	9EL3	L5-S-3-S3BC (ideas)	9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
	30(30)	26(26)	26(26)		8(4)	8(4)
	1(1)	5(5)	5(5)			
<b>Reading</b>  L6-R-1-S3BC (reading strategies)  L6-R-2-S3BC (extracting and organizing information)  L5-R-3-S3BC (language features) L5-R-4-S3BC (reference skills)	9ER1	9ER2	9ER3	L6-S-6-S3BC (organization)	8(4)	0
	27(27)	26(26)	26(26)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
	0	7(7)	4(4)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
	2(2)	0	2(2)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
	7(7)	3(3)	4(4)			
<b>Writing</b>  L6-W-1-S3BC (content) L6-W-2-S3BC (language) L6-W-3-S3BC (organization) L5-W-5-S3BC (features)	9EW1	9EW2	9EW3			
	1(4)	1(4)	1(4)			
	1(4)	1(4)	1(4)			
	1(2)	1(2)	1(2)			
	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
<b>TOTAL</b>		<b>54</b>

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 &amp; 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
<b>TOTAL</b>		<b>72</b>

**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	
<b>TOTAL</b>		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 60<sup>th</sup> 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		
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration	Group Interaction <i>9ESG1 – 9ESG8</i>	8
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships /interaction in familiar situations		

## ***Performance of Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 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



www.shortBUTint.hk.com

## Short **BUT** Interesting Tidbits

The poverty rate in Hong Kong has risen again. Out of the 7.35 million people in Hong Kong, at least 1.4 million of them live below the poverty line. Nearly half a million of them are elderly.

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**

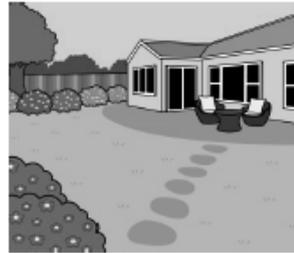
- The majority of students were able to read the poem and work out why the boy tried to find a dinosaur.

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

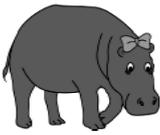
Blog Pages

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.

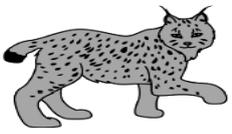
**BABY** is a bison. Bison once roamed the plains of America. They are sometimes called buffalo, even though they are a different species. Baby was adopted by a lonely cowboy. He follows his owner to the local bar for a drink like a loyal dog.



www.worldpetdayinhongkong.com.hk

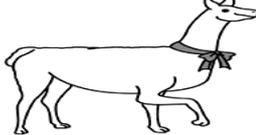


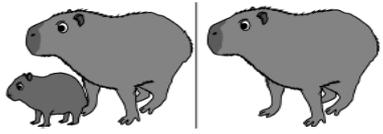
**WORLD PET DAY**



**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.

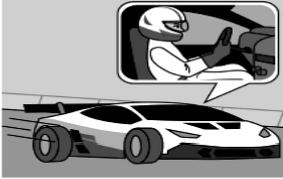
7. The cheapest gift is the \_\_\_\_\_.

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

**Brochure Page**

### GIFT FINDER

Don't know what to buy for that special someone because they have everything?  
No worries! We have done the hard work for you. Take a look at our special gift suggestions.

<p style="text-align: center;"><b>FOLDY INVISIBLE KEYBOARD</b></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><b>What's inside:</b></p> <ul style="list-style-type: none"> <li>• Welcome Letter</li> <li>• Your Gift Explained – includes a simple instruction manual and link to <a href="http://www.foldy.com.hk">www.foldy.com.hk</a></li> <li>• Keyboard Projector</li> <li>• Portable Charger</li> <li>• Cables</li> </ul> <p>Cost: HK\$6,500</p>	<p style="text-align: center;"><b>NAME A STAR GIFT BOX</b></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><b>What's inside:</b></p> <ul style="list-style-type: none"> <li>• Welcome Letter</li> <li>• Your Gift Explained</li> <li>• Star Registration Form For A New Star</li> <li>• Star Details Leaflet</li> <li>• Facts and Figures Booklet About Stars</li> <li>• Souvenir Poster of Your Star</li> <li>• Map of Location of Star</li> </ul> <p>Cost: HK\$5,000</p>
<p style="text-align: center;"><b>RACING CAR EXPERIENCE</b></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><b>What's included:</b></p> <ul style="list-style-type: none"> <li>• Introduction and Briefing on Driving Techniques</li> <li>• Hands-on Driving Session in a Race Car</li> <li>• Driving Certificate</li> <li>• Photos and Video of You Driving Around The Track</li> <li>• A Race Against The Professional</li> </ul> <p>Cost: HK\$10,500</p> 	<p style="text-align: center;"><b>PAINT A PILLOWCASE</b></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><b>What's included:</b></p> <ul style="list-style-type: none"> <li>• Pillowcase</li> <li>• Set of 10 Colour Markers</li> <li>• Notepad</li> </ul>  <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

**Website Extract**



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**

<b>LET'S VISIT JAPAN</b>	
THE COUNTRY OF THE CHERRY BLOSSOM, RAMEN & SUMO WRESTLING	
<p><b>SAKURA OR CHERRY BLOSSOM</b> 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.</p>	<p><b>RAMEN</b> 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.</p>

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 <sup>th</sup> 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

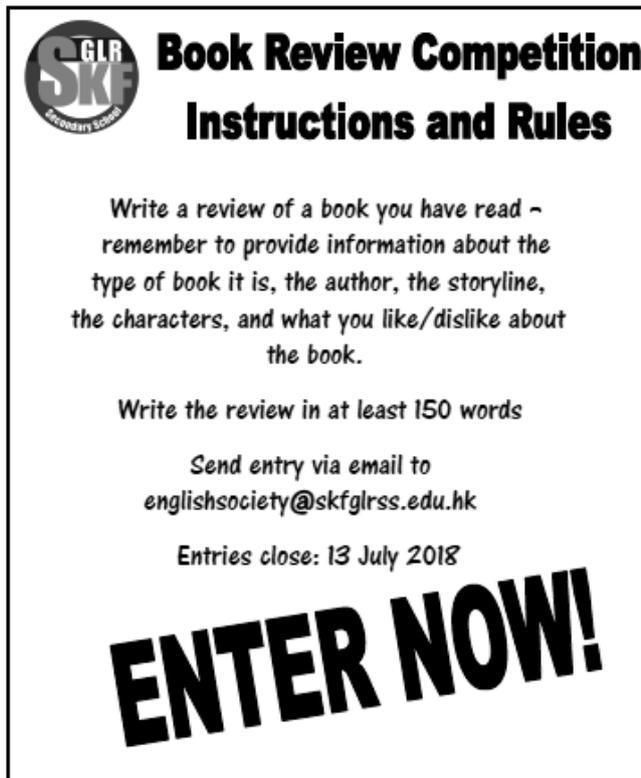
**Review – Book Review Competition (9EW1)**

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.

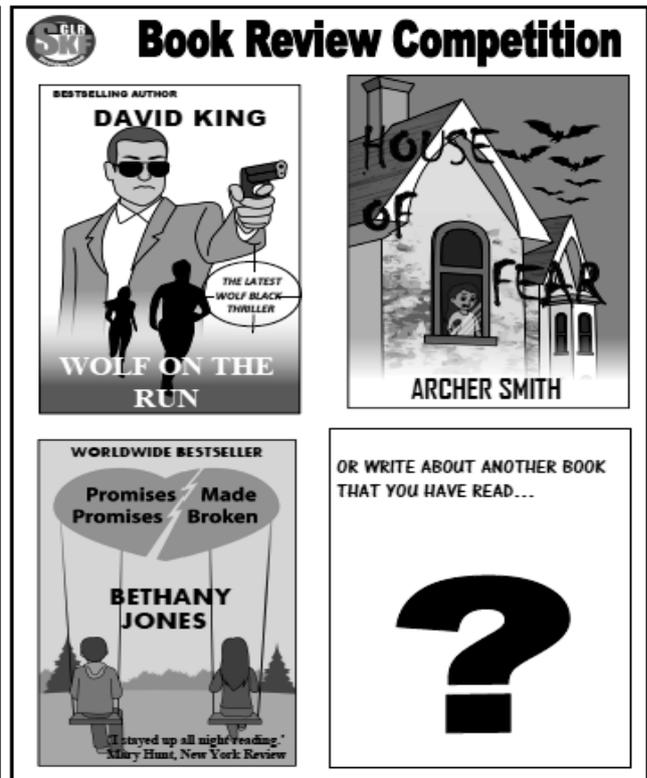
Write the review in at least 150 words

Send entry via email to  
[englishsociety@skglrss.edu.hk](mailto:englishsociety@skglrss.edu.hk)

Entries close: 13 July 2018

**ENTER NOW!**

## POSTER



**Book Review Competition**

RESTSELLING AUTHOR  
**DAVID KING**  
**WOLF ON THE RUN**  
THE LATEST WOLF BLACK THRILLER

**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...

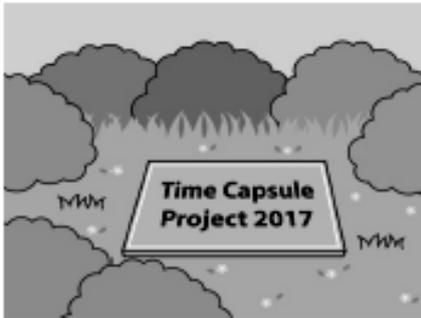
**?**

**Article – SKFGLR Secondary School 60<sup>th</sup> 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 60<sup>th</sup> Anniversary Celebrations</h2>	
<p><i>School Musical</i> Dates: 2 – 7 January 2017</p> 	<p><i>School Fair</i> Date: 15 February 2017</p> 
<p><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.

	<h3>HK POLICE REPORT</h3>
<p><b>PARTICULARS OF THE INCIDENT:</b></p> <p><b>Reported theft</b></p> <p><b>Date:</b> 25 May 2018</p> <p><b>Time of theft:</b> between midnight and 6:30 am</p> <p><b>Location:</b> House 6, Blackstone Gardens, Shatin</p> <p><b>Details:</b></p> <ol style="list-style-type: none"> <li>I. Homeowner called police at 6:35 am</li> <li>II. Police arrived on scene: 6:45 am</li> <li>III. House looked broken into – see attached photos/information</li> <li>IV. Items reported stolen by owners Mr. and Mrs. Branston Smith</li> </ol>	
	
<p>2 watches worth HK\$5,000,000 1 diamond necklace worth HK\$ 2,500,000</p> <ol style="list-style-type: none"> <li>V. Owners were asleep when the theft occurred</li> <li>VI. Owner Mr. Branston Smith discovered the broken window when he went to get a drink around 6:25 am - 6:30 am</li> <li>VII. Forensics called to dust for fingerprints</li> <li>VIII. Report filed at 9:00 am</li> </ol>	

<h2>CASE SOLVED</h2>	
<p><b>Attachment</b></p>	
	
<p><b>The Hong Kong News</b></p> <p><b>Multimillionaire and wife arrested!</b></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

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 was talking about some terrible things, for example, terrorism. There were three main characters. They are Vivian, Mike and Boss.

The start of the story begins with Mike, an explosive expert from a hotel. But Vivian and Mike are staff of the cultural museum. They need to protect the staff. Unfortunately, they took from the Boss room and saved there!

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

Finally, Boss's terrorism was affected the government. Boss had watched by government.

After I read this book, something I got is: when you doing some bad things, you should hold the book. Don't be too much!

Yours faithfully,  
Cheryl Wang

Short but suitable introduction

1

2

3

4

5

**Annotation - Student Exemplar 1**

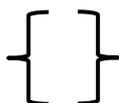
A short but appropriate introduction but review fails to mention the type of book or why the book is worth reviewing



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 60<sup>th</sup> Anniversary Celebrations (9EW2) - Student Exemplar 2**

Appropriate title 

SKFGLR Secondary School 60<sup>th</sup> Anniversary Celebrations

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

2 First, The School Musical was in the school hall. It 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 70<sup>th</sup> Anniversary, took is outside and put other think to the box.

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

Short but suitable introduction 

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 **Introduction** →

On 25 May, 2018, a theft occurred. **It was** **made** in House 6, Blackstone Gardens, Stratton. **[The time is between]** midnight and 6:30 am.

2 First, the homeowner called police at 6:35 am and the police arrived on 6:45 am. The owners, Mr and Mrs Brownston Smith found that **things are stolen**. They are quite expensive including 2 watches worth HK\$5000.00 and a diamond necklace worth 2500.00. Oh my god!

3 **The theft was** **maxim** like the owners ~~found that~~ were asleep when it **occured**. Therefore they discovered the broken window **[when he went to get a drink 6:25-6:30]**. He called the police **quately** and then the forensics **galled** to dust for fingerprint: ~~The~~ **[report file at]** 9:00 am.

4

5 After a few days of investigating **The police** found that **the theft is** **not real**. It only **creat** by the multi **and his wife finally, they are arrested** ~~the police found that they only want~~ **[At last]** **no one knows the reason**.

Please do not write in the margin.

**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.



www.shortBUTint.hk.com

### 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<br><i>Bob was unique when he played basketball.</i>                       | 2. (adj.) limited to a given class, situation or area<br><i>The koala is a species unique to Australia.</i> |
| 3. (adj.) the only one of its kind<br><i>It was a unique painting found shortly after the artist died.</i> | 4. (adj.) limited to a single outcome or result<br><i>These types of problems have unique solutions.</i>    |
- A. 1  
B. 2  
C. 3  
D. 4

9ER1/2 Part 1 Q.8

**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

9ER1/3 Part 2 Q.8

**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**

Pet ownership is on the increase in Hong Kong and around the world. In Hong Kong the number of pet owners has increased, but compared to other places, pet ownership is still quite low.  
A number of factors affect pet ownership in Hong Kong.

**Dog Ownership Around The World**

**FACTORS AFFECTING PET OWNERSHIP IN HONG KONG**

- Flat size

**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<br/><i>6 and 3 are factors of 18.</i></p>                               | <p>2. (n) any substances necessary for a process<br/><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<br/><i>The factors bought the accounts belonging to the bankrupt firms.</i></p> | <p>4. (n) one of the things contributing to a result<br/><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**

<b>GIFT FINDER</b>	
<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;"><b>FOLDY INVISIBLE KEYBOARD</b></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><b>What's inside:</b></p> <ul style="list-style-type: none"> <li>• Welcome Letter</li> <li>• Your Gift Explained – includes a simple instruction manual and link to <a href="http://www.foldy.com.hk">www.foldy.com.hk</a></li> <li>• Keyboard Projector</li> <li>• Portable Charger</li> <li>• Cables</li> </ul> <p>Cost: HK\$6,500</p>	<p style="text-align: center;"><b>NAME A STAR GIFT BOX</b></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><b>What's inside:</b></p> <ul style="list-style-type: none"> <li>• Welcome Letter</li> <li>• Your Gift Explained</li> <li>• Star Registration Form For A New Star</li> <li>• Star Details Leaflet</li> <li>• Facts and Figures Booklet About Stars</li> <li>• Souvenir Poster of Your Star</li> <li>• Map of Location of Star</li> </ul> <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

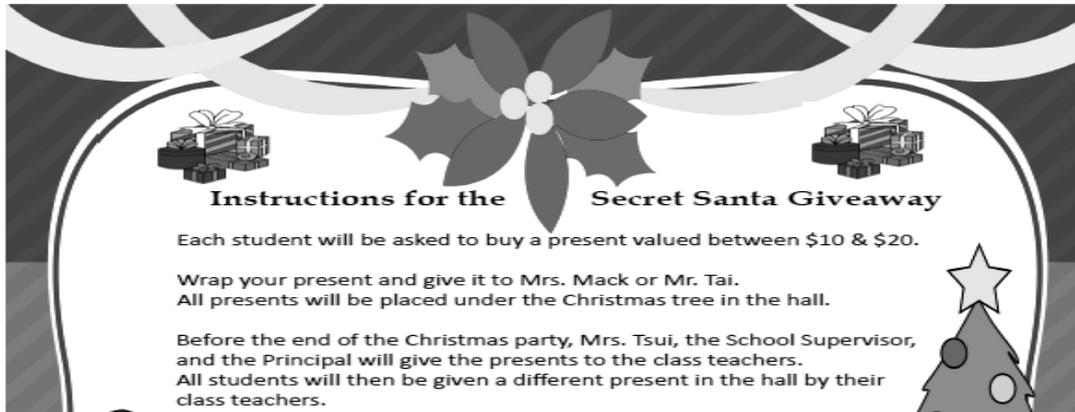
9ER2 Part 2 Q.4

**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

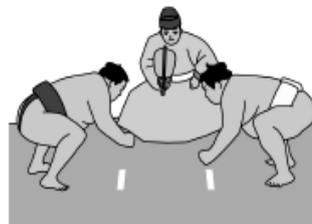
**Task Name: Japan (Travel Brochure and Fact Sheet)**

**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 4**

Title provided →

My Review of Sakura in High School

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 existance. 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.

Interesting introduction →

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

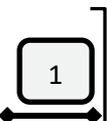


The writer designates the type of story that is being reviewed – *a romance and also a comedy*



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.*



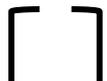
Ideas are generally expressed clearly and effectively with elaboration and the writer talks about the characters Hana and Daniel, the differences in their lives, and the message of the book



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 60<sup>th</sup> Anniversary Celebrations (9EW2) - Student Exemplar 5**

Title provided → SKFGLR Secondary School 60<sup>th</sup> Anniversary Celebrations

1 The school celebrated its 60<sup>th</sup> 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,)

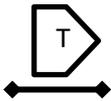
3 On 15 February 2017, the School Fair was held. Students brought their relatives, family and friends to join the activity. In the School Fair participants bought tickets, which are ten dollars each to join different stall games and get snacks. It was a great success. All participants felt joyful and 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 60<sup>th</sup> 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 60<sup>th</sup> 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



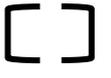
The writer explains three activities and provides an explanation of why the activities were beneficial except that for all three activities mentioned, the benefits are the same – *raising money for the school for further development*



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*, *poisoned* 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*/*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	<u>The Theft</u>	
1	<p>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.</p>	Relevant introduction
2	<p>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.</p>	
3	<p>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.</p>	
4	<p>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.'</p>	
5	<p>The police took some photos, then the forensics were called to dust for fingerprints.</p>	
6	<p>After all clues were collected, the policeman promised Mr. Smith that they would [find out who was behind this].</p>	
7	<p>Days later, the police caught a man, Thomas Johnson, [who was a suspect, as the fingerprints were his].</p>	
8	<p>[Questioned by police,] Thomas finally revealed the people [who hired him] — the millionaire John Evans and his wife.</p>	
9	<p>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].</p>	
10	<p>Mr. and Mrs. Branston Smith were the targets because [they had bad relationship with] Mrs. Evans, John didn't like them either.</p>	
11	<p>Therefore, [they hired a thief and he was given a mission,] then Mr. Smith's jewels were stolen.</p>	
12	<p>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]. [thieves they hired]</p>	
13	<p>[As the result,] John, June Evans and the [thieves] were under arrest. The jewels were given back to Mr. Smith and his wife, and the dark web site was blocked.</p>	Appropriate conclusion

**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**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
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
<b>Reading Strengths</b>	<ul style="list-style-type: none"> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Students could generally use strategies to determine the meaning of texts written on familiar topics.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Students were also able to identify the features of various text types used.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to work out sequences of events.</li> <li>Students were also able to identify various text types and their features.</li> </ul>	<ul style="list-style-type: none"> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to work out sequences of events.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>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.</li> <li>Students were also able to predict what would come next given the information that had been provided.</li> </ul>	<ul style="list-style-type: none"> <li>Performance in the poem section indicates students are becoming familiar with and able to identify the various features of a poem.</li> <li>Students are able to work out general and specific information in familiar topics, however, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in identifying general and specific information and also working out contexts and connecting ideas.</li> <li>Students need to be exposed to a variety of familiar and unfamiliar topics and vocabulary so that they are able to understand the context and also work out the meaning of unfamiliar words and expressions.</li> <li>Students should not think of information in isolation, rather as a piece made up of different pieces of information that are linked together. This will then enable them to determine connections between ideas and work out the main</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided.</li> <li>Even with prompts such as dictionary definitions and sentences providing different examples of word usage students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> <li>Students tended to see information in isolation and found it difficult in</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to predict content because they saw</li> </ul>	<ul style="list-style-type: none"> <li>Even with prompts such as dictionary definitions and sentences providing different examples of word usage students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.</li> <li>Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to infer</li> </ul>	

	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"> <li>Students had difficulty locating information in a simple chart.</li> </ul>	information based on the clues provided. <ul style="list-style-type: none"> <li>Students tended to see information in isolation and found it difficult in some instances to connect ideas.</li> </ul>	idea of a piece and also be able to predict content i.e. what would happen next, or what the actions of a person might be given the situation described.
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Year	2016	2017	2018	Remarks
<b>Writing Strengths</b>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic - 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.</li> <li>In most cases students were able to provide some details to support main ideas.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>Many students were able to use the correct opening for the email.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – the school club/society. They were able to use their personal experience and provide detailed information about the club/society and activities.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – the school anniversary celebrations. They were able to use their personal experience and provide detailed information about the various activities that were held.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspellings of words which can affect meaning.</li> <li>Students should try to expand on the prompts provided and include their own ideas and opinions.</li> <li>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.</li> <li>Imaginative writing/story telling was not a strong point, with many students not being</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>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.</li> <li>A lack of imagination also hindered students from writing imaginative stories and expressing their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>An increasing number of students wrote off topic scripts and in a majority of cases the content was highly inappropriate, as was the language used.</li> <li>Despite picture prompts being provided, students lacked the imagination to combine the pictures together to form a coherent story.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>A lack of imagination also hindered students from writing imaginative stories or describing events and</li> </ul>	

	<p>Some students also found it difficult to express in their writing what they are able to imagine. This resulted in simple stories about the trip into space and the reasons for it based solely on the prompts, with little detail or individual input/elaboration of students' ideas.</p> <ul style="list-style-type: none"> <li>• Proofreading remains an issue with many simple words being misspelled and/or inaccurately used.</li> <li>• Some students did not use the appropriate opening and closing in the email and some neglected to include explanatory paragraphs in their review and story to let the reader know what they were writing about and why.</li> </ul>	<p>Often the story was more of a retelling of events. Adding dialogue would have helped make the adventure story more interesting.</p> <ul style="list-style-type: none"> <li>• A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail.</li> <li>• Misspelling of simple vocabulary affected meaning as well with many not being able to spell simple topic based vocabulary, for example, the vocabulary associated with the adventure story.</li> </ul>	<ul style="list-style-type: none"> <li>• expressing their ideas. 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.</li> </ul>	<p>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.</p>
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<div style="display: flex; justify-content: space-between;"> <span>Year</span> <span>2016</span> </div> <b>Listening Strengths</b>	2016	2017	2018	Remarks
	<ul style="list-style-type: none"> <li>• Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>• Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers.</li> <li>• Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and cohesive devices and discourse markers.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of the students could correctly identify the tone of an individuals' comment.</li> <li>• Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and cohesive devices and discourse markers.</li> <li>• Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in</li> </ul>	<ul style="list-style-type: none"> <li>• Many students could correctly identify the tone of an individuals' comment.</li> <li>• Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and cohesive devices and discourse markers.</li> <li>• Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>• Many students were adept at identifying the main idea of a</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>markers.</p> <ul style="list-style-type: none"> <li>The majority of the students could correctly identify the tone of an individuals' comment.</li> </ul>	<p>dialogues using discourse markers.</p> <ul style="list-style-type: none"> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> </ul>	<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"> <li>While students were generally able to identify unfamiliar words/expressions, there were some expressions that students at basic competency level found it difficult to work out. This indicates that students need wider exposure to more colloquial, everyday spoken English.</li> </ul>
<p><b>Weaknesses</b></p>	<ul style="list-style-type: none"> <li>Spelling of vocabulary is an issue as was writing down simple numbers/number combinations. Students were not able to spell simple vocabulary associated with travelling in the meeting notes section of the Geography Club – Trip to Hong Kong Butterfly Reserve.</li> <li>Students found it difficult to predict what might happen given the situation or what would be done with something like a flyer in a given situation – The District Education Fair.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary associated with the movies/TV shows in the notes section of the MOOV TV.</li> <li>Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example in the meeting about KPOP or the discussion about Puzzle Week.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students found it difficult to work out unfamiliar words/expressions given the information provided.</li> <li>Students found it difficult to identify the main idea of some dialogues – TV Entertainment Report and Poem.</li> </ul>	

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

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