TSA 2024 Thematic Seminar
Students' Overall Performance

In support of green activities, the HKEAA will not provide print copies of presentation handouts for this seminar. Please access the BCA website

(https://www.bca.hkeaa.edu.hk/web/AL/TSA2024/TSA2024seminar.html)

or scan the QR code provided to view and download the handouts. These handouts will also be uploaded to the WLTS website for reference by the end of December 2024. Thank you for your support.

Thematic Seminar

Assessment for Learning –
Territory-wide System Assessment 2024
(Overall Performance of General Students, NCS Students and Students with SEN)
Primary 3 English Language

9 December 2024

TSA 2024 Thematic Seminar
Students' Overall Performance

In support of green activities, the HKEAA will not provide print copies of presentation handouts for this seminar. Please access the BCA website

(https://www.bca.hkeaa.edu.hk/web/AL/TSA2024/TSA2024seminar.html)

or scan the QR code provided to view and download the handouts. These handouts will also be uploaded to the WLTS website for reference by the end of December 2024. Thank you for your support.

This presentation file will be uploaded to

http://wlts.edb.hkedcity.net

TSA 2024 Thematic Seminar - Assessment for Learning

Primary 3 English Language

Time	Rundown	Speaker(s)
1:45 p.m. - 2:00 p.m.	Registration	
2:00 p.m. - 3:15 p.m.	Overview of TSA 2024	Ms. Joyce Cheng Subject Manager Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	Overall Performance of General Students, SEN and NCS Students in TSA 2024 Primary 3 English Language	
3:15 p.m. - 3:30 p.m.	Break	
3:30 p.m. - 4:45 p.m.	Overall Performance of General Students, SEN and NCS Students in TSA 2024 Primary 3 English Language	Ms. Joyce Cheng Subject Manager Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	Learning and Teaching Support Sharing	Representatives from Education Bureau
4:45 p.m. - 5:00 p.m.	Question and Answer Session	

Purposes of TSA 2024

- **To understand the performance of Primary 3, Primary 6 and Secondary 3 students in Chinese Language, English Language and Mathematics on a regular basis**
- **To make use of TSA data to adjust teaching plans and teaching strategies**

TSA 2024 – Assessment Design

- **Specific question intents – Basic Competency (BC) descriptors provided by Education Bureau (EDB)**
- **Items cover many BC descriptors but each student only does one sub-paper for each component**
- **Overlapping items are distributed across sub-papers for equating purposes to compare students' abilities**

TSA 2024 – Assessment Design

Dimension /Skill	Primary 3 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	3EL1 3EL2 3EL3	19	About 20 minutes
Reading & Writing	3ERW1 3ERW2 3ERW3	Reading: 19 (3ERW2) 20 (3ERW1 & 3ERW3) Writing: 1	30 minutes
Speaking	Reading Aloud and Personal Experiences	4	Preparation Time: 2 minutes Assessment Time: 3 minutes
	Picture Description	4	Preparation Time: 3 minutes Assessment Time: 2 minutes

Assessment Design of P3E Reading & Writing Papers*

- No. of parts in the reading assessment: 4→3
- No. of words per reading task: not more than 150 words
- No. of words per paper in reading: capped at 400 words
- Paper layout improved:
  - ➢A text was placed alongside the questions
  - ➢Options of the MC questions (AB and CD) were put parallel to each other as far as possible
  - ➢No. of pages kept to a minimum
- Announcement about the assessment time by invigilators:
  - ➢15 minutes and 5 minutes before the end of assessment

*Recommendations from the Coordinating Committee on Basic Competency Assessment and Assessment Literacy

TSA 2024

- About 10 per cent of Primary Three students from public sector and Direct Subsidy Scheme schools in the territory were sampled to participate in the Primary Three TSA.
- Primary schools which have arranged for all their Primary Three students to participate in the assessment will be provided with school-level data directly by the HKEAA for use as feedback on learning and teaching.
- Schools with 5 or more NCS students/students with SEN participating in each skill/dimension in the subject are provided with related assessment data.

Non-Chinese speaking Students (NCS) & Students with Special Educational Needs (SEN)

- HKEAA does not have the actual number of NCS and students with SEN in the territory.

NCS students	Students with SEN
'WS1'	'WS0', 'WS4', 'WS6' and 'WS7'

- Schools should report cases of students requiring special assessment arrangements to the Hong Kong Examinations and Assessment Authority (HKEAA) and select special arrangements WS0 to WS7 for such students during a specified period.

"Special Arrangements for Internal Examinations for Students with Special Educational Needs" website:
https://www.bca.hkeaa.edu.hk/web/TSA/zh/2024BriefingSession/briefingSession/Guidelines_for_Selecting_Special_Arrangements_Pri.pdf

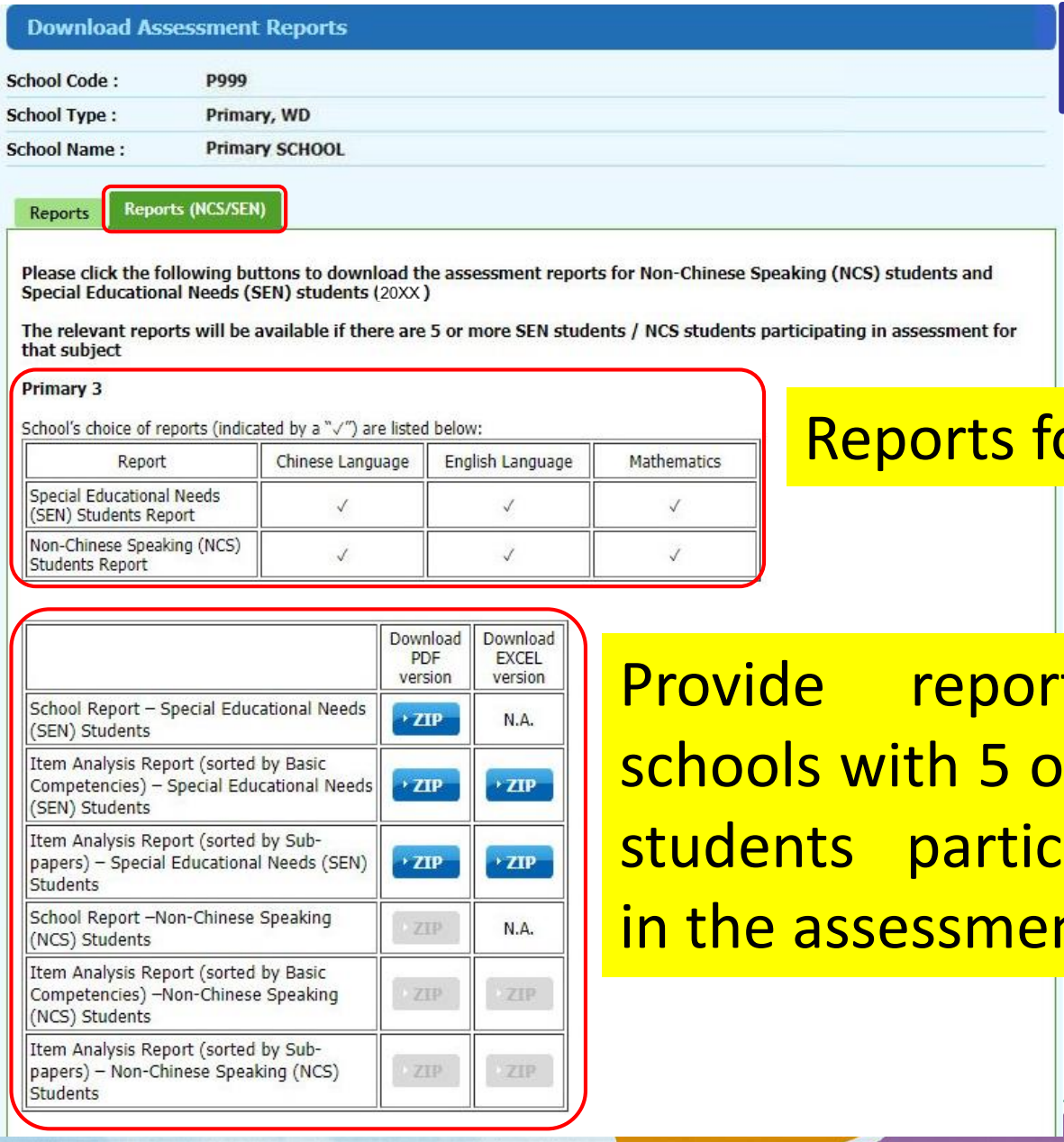
Reports

Reports	Content
I. Existing Version: School Report, Item Analysis Report (sorted by BC), **Item Analysis Report (sorted by sub-papers)**	• Performances of students in Chinese, English and Mathematics • Performances of students in each Basic Competency (PDF and Excel files available) • Performances of students in each sub-paper (PDF and Excel files available)
II. Simplified Version: School Report, Item Analysis Report (sorted by BC), **Item Analysis Report (sorted by sub-papers)**	• Performances of students in Chinese, English and Mathematics • Performances of students in each Basic Competency (PDF and Excel files available) • Performances of students in each sub-paper (PDF and Excel files available)
III. Basic Competency Report by Item Groups	Performances of students in different skills (with student exemplars)
IV. Information Analysis Report	Information Analysis of Items (with question intents, information analysis for each option, school percentages)

Reports

Reports	Content
TSA report	Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics *https://www.bca.hkeaa.edu.hk/web/TSA/en/PriTsaReport.html*
School Report for NCS and Students with SEN	For schools with 5 or more NCS students / students with SEN participating in the TSA

School Report(s) for NCS Students / Students with SEN



Download Assessment Reports

SAMPLE

School Code : P999
School Type : Primary, WD
School Name : Primary SCHOOL

Reports | Reports (NCS/SEN)

Please click the following buttons to download the assessment reports for Non-Chinese Speaking (NCS) students and Special Educational Needs (SEN) students (20XX)

The relevant reports will be available if there are 5 or more SEN students / NCS students participating in assessment for that subject

Primary 3

School's choice of reports (indicated by a "√") are listed below:

Report	Chinese Language	English Language	Mathematics
Special Educational Needs (SEN) Students Report	√	√	√
Non-Chinese Speaking (NCS) Students Report	√	√	√

	Download PDF version	Download EXCEL version
School Report – Special Educational Needs (SEN) Students	ZIP	N.A.
Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students	ZIP	ZIP
Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students	ZIP	ZIP
School Report –Non-Chinese Speaking (NCS) Students	ZIP	N.A.
Item Analysis Report (sorted by Basic Competencies) –Non-Chinese Speaking (NCS) Students	ZIP	ZIP
Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students	ZIP	ZIP

Reports for schools

Provide reports to schools with 5 or more students participating in the assessments

Reports – NCS Students

SAMPLE

School Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
學校報告 — 非華語學生
School Report – Non-Chinese Speaking (NCS) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校非華語學生百分率 School percentage of NCS students[2] (%) (B/A x 100%)	全港非華語學生百分率 Territory-wide percentage of NCS students[3] (%)
3EL1: 聆聽 Listening	3	19	17.7	0	0
3EL2: 聆聽 Listening	5	19	10.0	0	0
3EL3: 聆聽 Listening	1	19	19.0	0	0
3ERW1: 閱讀 Reading	2	20	11.0	0	0
3ERW2: 閱讀 Reading	6	20	6.7	0	0
3ERW3: 閱讀 Reading	1	20	17.0	0	0
3ERW1: 寫作 Writing	2	6	4.0	0	0
3ERW2: 寫作 Writing	6	6	1.3	0	0
3ERW3: 寫作 Writing	1	6	4.0	0	0
說話 Speaking	7	8	5.6	0	0

備註：
[1] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[2] 本報告的評估數據包括有特殊教育需要的非華語學生，而相關數據亦同時見之於有特殊教育需要學生的學校報
[3] 由2018 年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的非華語學生樣本
而來。

Remark:
[1] Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessmen
[2] The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covere
the School Report on Students with Special Educational Needs.
[3] Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the san
all NCS students participating in the assessment.

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以卷別爲序）— 非華語學生
Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生百分率 School percentage of NCS students	全港非華語學生百分率 Territory-wide percentage of NCS students
P1A Q01	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q02	A		0.0%	0.0%
	B		0.0%	0.0%
	C*		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q03	A*		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q04	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q05	A		0.0%	0.0%
	B*		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）— 非華語學生
Item Analysis Report (sorted by Basic Competencies) – Non-Chinese Speaking (NCS) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生百分率 School percentage of NCS students	全港非華語學生百分率 Territory-wide percentage of NCS students
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL3	P1A Q02 P1A Q02	A		0.0%	0.0%
				B		0.0%	0.0%
				C*		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
	Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL2	P1B Q02 P1B Q02	A		0.0%	0.0%
				B		0.0%	0.0%
				C*		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P2 Q03	A*		0.0%	0.0%
				B		0.0%	0.0%
				C		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P2 Q06	A*		0.0%	0.0%
				B		0.0%	0.0%
				C		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%

Reports – Students with SEN

SAMPLE

School Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
學校報告 — 有特殊教育需要學生
School Report – Special Educational Needs (SEN) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校有特殊教育需要學生百分率 School percentage of SEN students[2] (%) (B/A x 100%)	全港有特殊教育需要學生百分率 Territory-wide percentage of SEN students[2,3] (%)
3EL1: 聆聽 Listening	1	19	18.0	0	0
3EL2: 聆聽 Listening	8	19	10.9	0	0
3EL3: 聆聽 Listening	3	19	15.0	0	0
3ERW1: 閱讀 Reading	1	20	9.0	0	0
3ERW2: 閱讀 Reading	9	20	13.1	0	0
3ERW3: 閱讀 Reading	2	20	16.0	0	0
3ERW1: 寫作 Writing	1	6	2.0	0	0
3ERW2: 寫作 Writing	9	6	2.1	0	0
3ERW3: 寫作 Writing	2	6	4.0	0	0
說話 Speaking	0	8	0.0	0	0

備註：
[1] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[2] 本報告的評估數據包括有特殊教育需要的非華語學生，而相關數據亦同時見之於非華語學生的學校報告。
[3] 由2018 年起，小三級全港性系統評估以抽樣形式進行，「全港百分率」是從所有參與評估的有特殊教育需要學生樣本推算而來。

Remark:
[1] Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.
[2] The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Non-Chinese Speaking Students.
[3] Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all SEN students participating in the assessment.

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以卷別爲序）— 有特殊教育需要學生
Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育需要學生百分率 School percentage of SEN students	全港有特殊教育需要學生百分率 Territory-wide percentage of SEN students
P1A Q01	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q02	A		0.0%	0.0%
	B		0.0%	0.0%
	C*		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q03	A*		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q04	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q05	A		0.0%	0.0%
	B*		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%

IA Report (sorted by Basic Competencies)

20XX年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）— 有特殊教育需要學生
Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students

機　密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育需要學生百分率 School percentage of SEN students	全港有特殊教育需要學生百分率 Territory-wide percentage of SEN students
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL3	P1A Q02 P1A Q02	A B C* D U#		0.0% 0.0% 0.0% 0.0% 0.0%	0.0% 0.0% 0.0% 0.0% 0.0%
	Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL2	P1B Q02 P1B Q02	A B C* D U#		0.0% 0.0% 0.0% 0.0% 0.0%	0.0% 0.0% 0.0% 0.0% 0.0%
		3EL1	P2 Q03	A* B C D U#		0.0% 0.0% 0.0% 0.0% 0.0%	0.0% 0.0% 0.0% 0.0% 0.0%
		3EL1	P2 Q06	A* B C D U#		0.0% 0.0% 0.0% 0.0% 0.0%	0.0% 0.0% 0.0% 0.0% 0.0%

I. Reports (Existing Version)

SAMPLE

School Report

學校：
School:

密
ENTIAL

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage[2] (%)
3EL1: 聆聽 Listening	47	19	17.0	89	92
3EL2: 聆聽 Listening	18	19	12.1	64	84
3EL3: 聆聽 Listening	18	19	14.9	79	89
3ERW1: 閱讀 Reading	25	20	15.5	77	85
3ERW2: 閱讀 Reading	37	20	13.6	68	79
3ERW3: 閱讀 Reading	20	20	17.3	86	86
3ERW1: 寫作 Writing	25	6	3.5	58	67
3ERW2: 寫作 Writing	37	6	2.6	43	62
3ERW3: 寫作 Writing	20	6	3.3	54	63
說話 Speaking	8	8	3.9	48	70

登記學生人數 Student enrolment[3] : 85

注意事項：貴校學生在英國語文科紙筆評估的平均出席率爲 98%，在檢視報告的數據時，學校應視乎學生缺席情況及原因），審慎解讀報告內的數據。

Point to note: The average attendance rate of the written assessments for English Language of your school is 98% to exercise prudence in interpreting the data in this report with reference to the participation of the students' absence and reasons).

備註： [1] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[2] 由2018 年起，小三 級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的
[3] 登記學生人數是學校透過「網上校管系統」提供的資料。

Remark: [1] Schools with 5 or more students participating in each skill/dimension in the subject are provided with
[2] Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is in all students participating in the assessment.
[3] "Student enrolment" is based on the data that the schools provided via the Web-based School Admin System (WebSAMS).

- "School percentage – percentage of each option in an item attempted by students in the school".

IA Report (sorted by Sub-papers)

20XX年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以卷別爲序）
Item Analysis Report (sorted by Sub-papers)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
P1A Q01	A		0.0%	0.3%
	B		5.1%	0.6%
	C		2.6%	2.1%
	D*		92.3%	96.9%
	U#		0.0%	0.1%
A Q02	A		10.3%	6.3
	B		2.6%	2.6
	C*		79.5%	74.
	D		7.7%	16.
	U#		0.0%	0.1
A Q03	A*		84.6%	95.
	B		5.1%	1.6
	C		7.7%	2.0
	D		0.0%	0.5
	U#		2.6%	0.4
A Q04	A		0.0%	1.3
	B		7.7%	3.1
	C		0.0%	1.1
	D*		92.3%	94.
	U#		0.0%	0.1

備註： [1] 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。
[2] 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018 年起，小三 級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: [1] "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the
[2] "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）
Item Analysis Report (sorted by Basic Competencies)

機 密
CONFIDENTIAL

學校：
Sch

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL3	P1A Q02 P1A Q02	A B		8.5% 8.5%	6.5% 2.7%
				C*		72.9%	75.7%
				D		10.2%	15.0%
				U#		0.0%	0.1%
	Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL2	P1B Q02 P1B Q02	A		3.4%	2.5%
				B		3.4%	2.5%
				C*		89.8%	93.9%
				D		3.4%	1.0%
				U#		0.0%	0.1%
		3EL1	P2 Q03	A*		94.9%	97.5%
				B		0.0%	1.1%
				C		2.6%	0.8%
				D		0.0%	0.4%
				U#		2.6%	0.1%

備註： [1] 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。

- "Territory-wide percentage – percentage of each option in an item attempted by students in the territory".
- Inferred from the sample of all students participating in the assessment.

II. Reports (Simplified Version)

SAMPLE

School Report

學校：
School:

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average[1] (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage[2] (%)
3EL1: 聆聽 Listening	47	19	17.0	89	N.A.
3EL2: 聆聽 Listening	18	19	12.1	64	N.A.
3EL3: 聆聽 Listening	18	19	14.9	79	N.A.
3ERW1: 閱讀 Reading	25	20	15.5	77	N.A.
3ERW2: 閱讀 Reading	37	20	13.6	68	N.A.
3ERW3: 閱讀 Reading	20	20	17.3	86	N.A.
3ERW1: 寫作 Writing	25	6	3.5	58	N.A.
3ERW2: 寫作 Writing	37	6	2.6	43	N.A.
3ERW3: 寫作 Writing	20	6	3.3	54	N.A.
說話 Speaking	8	8	3.9	48	N.A.

登記學生人數 Student enrolment[3] : 85

注意事項：貴校學生在英國語文科紙筆評估的平均出席率爲 98%，在檢視報告的數據時，學校應視乎學生的參與情況（學生缺席情況及原因），審慎解讀報告內的數據。

Point to note: The average attendance rate of the written assessments for English Language of your school is 98%. Schools are ad to exercise prudence in interpreting the data in this report with reference to the participation of their students (inclu students' absence and reasons).

備註： [1] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[2] 由2018 年起，小三 級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而
[3] 登記學生人數是學校透過「網上校管系統」提供的資料。

Remark: [1] Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessm
[2] Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sa all students participating in the assessment.
[3] "Student enrolment" is based on the data that the schools provided via the Web-based School Administration and Mar System (WebSAMS).

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告（以基本能力爲序）
Item Analysis Report (sorted by Basic Competencies)

機 密 CONFIDENTIAL

學校：
School:

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage[2]
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL3	P1A Q02	A		8.5%	N.A.
				B		8.5%	N.A.
				C*		72.9%	N.A.
				D		10.2%	N.A.
				U#		0.0%	N.A.
	Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL2	P1B Q02	A		3.4%	N.A.
				B		3.4%	N.A.
				C*		89.8%	N.A.
				D		3.4%	N.A.
				U#		0.0%	N.A.
		3EL1	P2 Q03	A*		94.9%	N.A.
				B		0.0%	N.A.
				C		2.6%	N.A.
				D		0.0%	N.A.
				U#		2.6%	N.A.

備註： [1] 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。
[2] 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018 年起，小三 級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: [1] "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school.
[2] "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

IA Report (sorted by Sub-papers)

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage[1]	全港百分率 Territory-wide percentag
P1A Q01	A		0.0%	N.A.
	B		5.1%	N.A.
	C		2.6%	N.A.
	D*		92.3%	N.A.
	U#		0.0%	N.A.
P1A Q02	A		10.3%	N.A.
	B		2.6%	N.A.
	C*		79.5%	N.A.
	D		7.7%	N.A.
	U#		0.0%	N.A.
P1A Q03	A*		84.6%	N.A.
	B		5.1%	N.A.
	C		7.7%	N.A.
	D		0.0%	N.A.
	U#		2.6%	N.A.
P1A Q04	A		0.0%	N.A.
	B		7.7%	N.A.
	C		0.0%	N.A.
	D*		92.3%	N.A.
	U#		0.0%	N.A.

備註： [1] 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。
[2] 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018 年起，小三 級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: [1] "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school.
[2] "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

Only school data is provided (no territory-wide data).

III. Basic Competency Report by Item Groups

SAMPLE

2019 年全港性系統評估
Territory-wide System Assessment 2019
20XX
基本能力題組綜合報告 20XX
Basic Competency Report by Item Groups

機 密
CONFIDENTIAL

學校：
School:

Skills: Listening, Reading, Writing, Speaking

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - discriminating between common words with a small range of vowel and consonant sounds	

▼ 學校 School[1,2]
▲ 全港 Territory-wide[3]

備註：
[1] 學校數據是指該校學生答對相關題目的平均百分率。
[2] 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。
[3] 全港數據是指所有參與學生答對相關題目的平均百分率。由2018 年起，小三級全港性系統評估以抽樣形式進行。本報告內的數據是從所有參與評估的學生樣本推算而來。

Remark:
[1] School data refers to the average of percentage of students answering related item(s) correctly in that school.
[2] Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.
[3] Territory-wide data refers to the average of percentage of all participating students answering related item(s) correctly. Starting from 2018, the P.3 TSA is conducted on a sampling basis. The figures in this report are inferred from the sample of all students participating in the assessment.

IV. Information Analysis Report*

SAMPLE

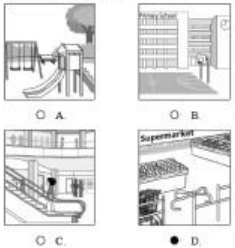
20XX年全港性系統評估
Territory-wide System Assessment 20XX
資料分析報告
Information Analysis Report

學校：
School:

機　密
CONFIDENTIAL

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	P1A Q01 1. The new cake shop is near the _____  ○ A. ○ B. ○ C. ● D. Question Intent: identifying key words	A Students might not have been able to follow the conversation / might have missed 'near the supermarket'.	0.0%	0.3%
			B Students were possibly distracted by 'near my school'.	5.1%	0.6%
			C Students might not have been able to follow the conversation / might have mixed up 'a shopping centre' with 'a supermarket'.	2.6%	2.1%
			D* Students were able to follow the conversation and identify 'near the supermarket'.	92.3%	96.9%
			U# Students were unable to follow the conversation and identify 'near the supermarket'.	0.0%	0.1%

備註：
1「學校百分率」是指學校學生作答該題各選項的百分率。
2「全港百分率」是指全港學生作答該題各選項的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark:
1 "School percentage" refers to the percentage of each option in an item attempted by students in the school.
2 "Territory-wide percentage" refers to the percentage of each option in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

* For MC questions only

Listening

- **Basic Competency**
- **Item**
- **Question Intent**
- **Information Analysis for Each Option**
- **School Percentage**
- **Paper:**
  3EL1-3
  3ERW1-3

IV. Information Analysis Report

SAMPLE

Reading

20XX年全港性系統評估
Territory-wide System Assessment 20XX
資料分析報告
Information Analysis Report

學校：
School:

機　密
CONFIDENTIAL

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW1 Reading And Writing)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	P1 Q01 1. Which is Jenny's favourite gift? ● A ○ B ○ C ○ D Question Intent: recognizing key words in a sentence	A* Students were able to recognise 'Music Box' in the note.	73.0%	91.9%
			B Students might have overlooked 'Jenny' in the question and looked at the wrong note.	10.8%	2.9%
			C Students might have overlooked 'Jenny' in the question and looked at the wrong note.	13.5%	2.4%
			D Students might have overlooked 'Jenny' in the question and looked at the wrong note / might have mixed up 'Mary' with 'Jenny'.	2.7%	2.2%
			U#	0.0%	0.7%

備註： [1]「學校百分率」是指學校學生作答該題各選項的百分率。
[2]「全港百分率」是指全港學生作答該題各選項的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

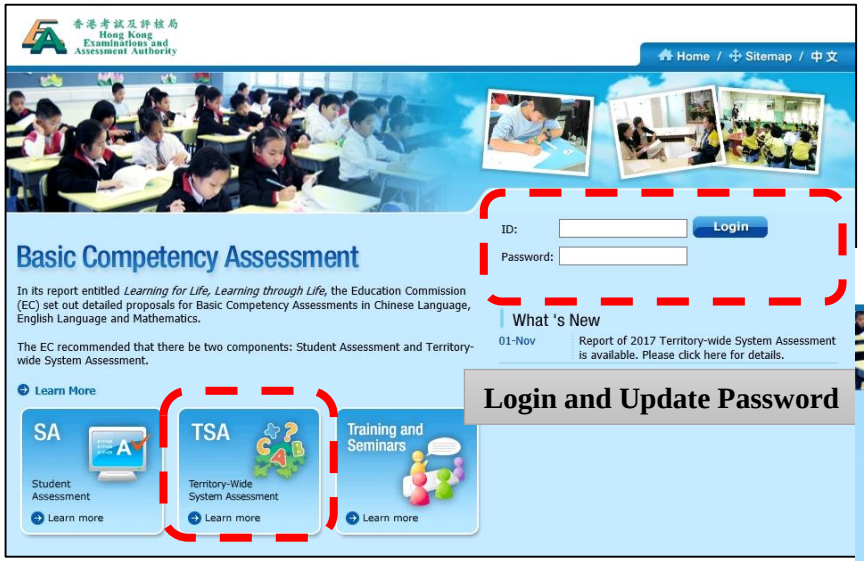
Remark: [1] "School percentage" refers to the percentage of each option in an item attempted by students in the school.
[2] "Territory-wide percentage" refers to the percentage of each option in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

Online Item Analysis Reports

OIA Reports

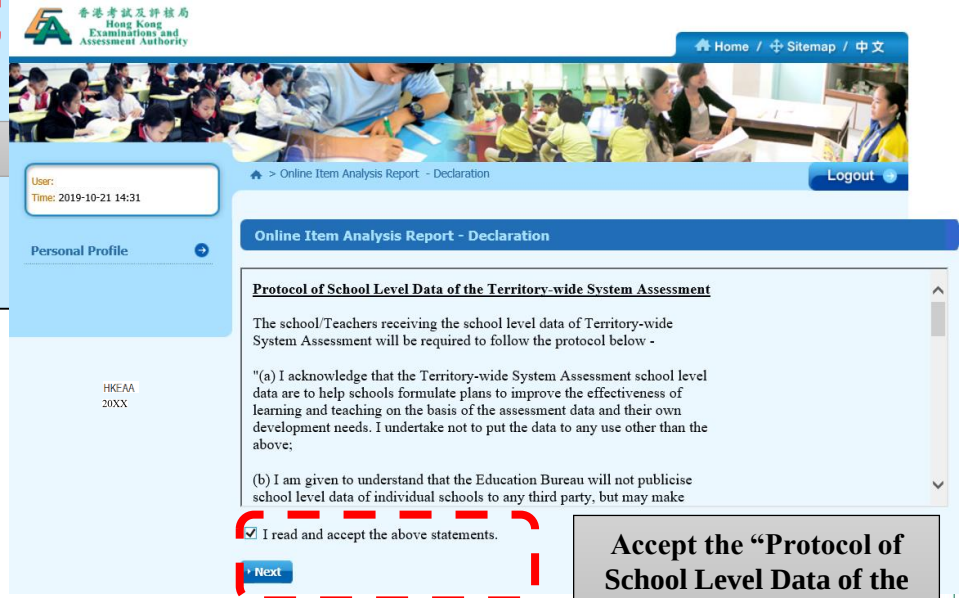
- schools may create teacher accounts for teachers to access the OIA reports
- access the reports through the BCA website (www.bca.hkeaa.edu.hk).
- teacher accounts valid until 30 June 2025

Online Item Analysis Reports
Teacher Account



Login and Update Password

OIA Reports



Accept the "Protocol of School Level Data of the TSA"

OIA Reports (sorted by Basic Competencies)

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 1 of 1

Go to page Go

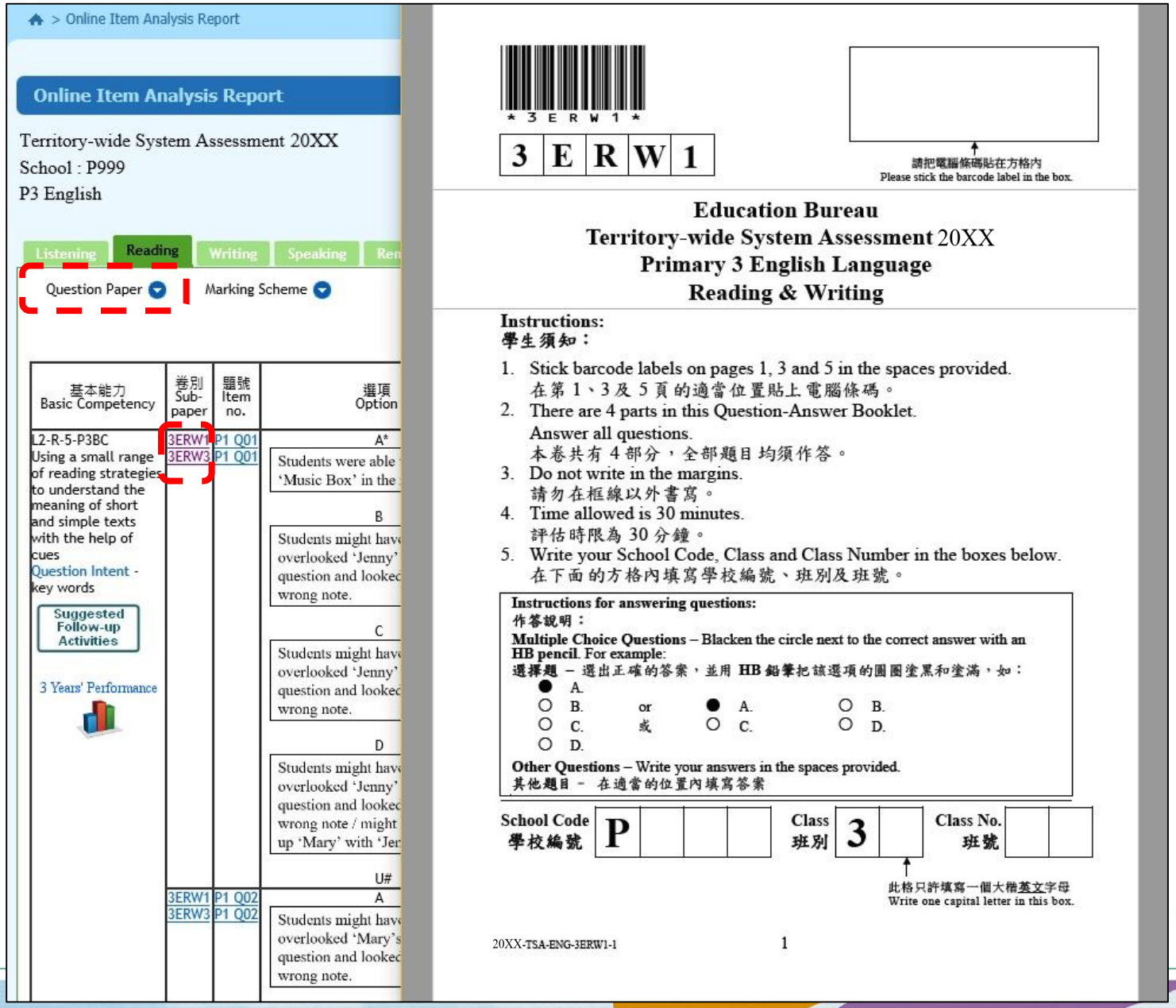
<< < 1 > >>

Papers and Item Nos.

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues Question Intent - key words Suggested Follow-up Activities s' Performance	3ERW1 3ERW3	P1 Q01 P1 Q01	A* Students were able to recognise 'Music Box' in the note.	-	0.0%	N.A.
			B Students might have overlooked 'Jenny' in the question and looked at the wrong note.	-	0.0%	N.A.
			C Students might have overlooked 'Jenny' in the question and looked at the wrong note.	-	0.0%	N.A.
			D Students might have overlooked 'Jenny' in the question and looked at the wrong note / might have mixed up 'Mary' with 'Jenny'.	-	0.0%	N.A.
			U#	-	0.0%	N.A.
	3ERW1 3ERW3	P1 Q02 P1 Q02	A Students might have overlooked 'Mary's' in the question and looked at the wrong note.	-	0.0%	N.A.

Basic Competency and Question Intent

OIA Reports (sorted by Basic Competencies)



> Online Item Analysis Report

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening | Reading | Writing | Speaking | Ren

Question Paper | Marking Scheme

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues Question Intent - key words Suggested Follow-up Activities 3 Years' Performance	3ERW1 3ERW3	P1 Q01 P1 Q01	A* Students were able 'Music Box' in the B Students might hav overlooked 'Jenny' question and looke wrong note. C Students might hav overlooked 'Jenny' question and looke wrong note. D Students might hav overlooked 'Jenny' question and looke wrong note / might up 'Mary' with 'Jer
			U# A
	3ERW1 3ERW3	P1 Q02 P1 Q02	Students might hav overlooked 'Mary's question and looke wrong note.

* 3 E R W 1 *

3 E R W 1

請把電腦條碼貼在方格內
Please stick the barcode label in the box.

Education Bureau
Territory-wide System Assessment 20XX
Primary 3 English Language
Reading & Writing

Instructions:
學生須知：

1. Stick barcode labels on pages 1, 3 and 5 in the spaces provided.
   在第 1、3 及 5 頁的適當位置貼上電腦條碼。
2. There are 4 parts in this Question-Answer Booklet.
   Answer all questions.
   本卷共有 4 部分，全部題目均須作答。
3. Do not write in the margins.
   請勿在框線以外書寫。
4. Time allowed is 30 minutes.
   評估時限為 30 分鐘。
5. Write your School Code, Class and Class Number in the boxes below.
   在下面的方格內填寫學校編號、班別及班號。

Instructions for answering questions:
作答說明：
Multiple Choice Questions – Blacken the circle next to the correct answer with an **HB pencil**. For example:
選擇題 – 選出正確的答案，並用 **HB 鉛筆**把該選項的圓圈塗黑和塗滿，如：

● A.
○ B.
○ C.
○ D.

or 或

● A. ○ C.
○ B. ○ D.

Other Questions – Write your answers in the spaces provided.
其他題目 – 在適當的位置內填寫答案

School Code 學校編號 P

Class 班別 3

Class No. 班號

此格只許填寫一個大楷英文字母
Write one capital letter in this box.

20XX-TSA-ENG-3ERW1-1 1

OIA Reports

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening | Reading | Writing | Speak

Question Paper | Marking Scheme

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues Question Intent - key words Suggested Follow-up Activities 3 Years' Performance	3ERW1 3ERW3	P1 Q01 P1 Q01	Students 'Music B Students overlook question wrong no Students overlook question wrong no Students overlook question wrong no up 'Mary
	3ERW1 3ERW3	P1 Q02 P1 Q02	Students

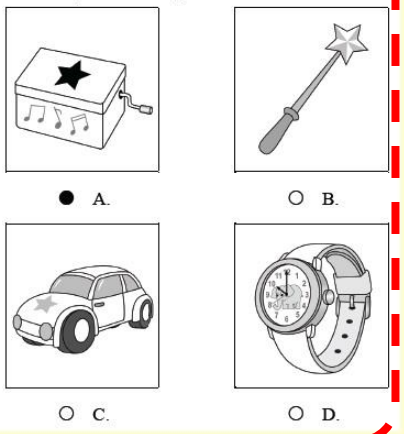
Item

3ERW1-P1 Q01 / 3ERW3-P1 Q01 Reading Text

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

1. Which is Jenny's favourite gift?



● A. ○ B. ○ C. ○ D.

Question intent :

recognizing key words in a sentence

Territory-wide System Assessment 20XX

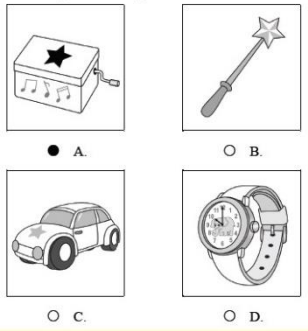
https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperC...

3ERW1-P1 Q01 / 3ERW3-P1 Q01 Reading Text

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

1. Which is Jenny's favourite gift?



● A. ○ B. ○ C. ○ D.

Question intent :

recognizing key words in a sentence

D

Students might have overlooked 'Jenny' in question and looked a wrong note / might ha up 'Mary' with 'Jenny

U#

A

Students might have

3ERW1 3ERW3	P1 Q02 P1 Q02	

Page 1 of 1

Go to page Go

<< < 1 > >>

得分 Score | 全港百分率

Reading Text

3ERW1-P1 Q01 / 3ERW3-P1 Q01 (Reading Text)

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

Part 1

Helen is reading some notes about gifts her classmates like.

Read the notes.

Favourite Gifts

Peter's Favourite Gift: ***Toy Car***
- blue
- from Grandma
- it can go very fast

Jenny's Favourite Gift: ***Music Box***
- white
- from Mum
- the music is nice

Mary's Favourite Gift: ***Watch***
- pink and white
- from Dad
- it is beautiful

Ann's Favourite Gift: ***Bag***
- red and yellow
- from Uncle John
- it has a big star on it

Question intent :

recognizing key words in a sentence

Suggested Follow-up Activities

SAMPLE

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 1 of 1

Go to page Go

<< < 1 > >>

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues Question Intent - key words **Suggested Follow-up Activities** 3 Years' Performance 	3ERW1 3ERW3	P1 Q01 P1 Q01	A* Students were able to recognise 'Music Box' in the note.	-	0.0%	N.A.
			B Students might have overlooked 'Jenny' in the question and looked at the wrong note.	-	0.0%	N.A.
			C Students might have overlooked 'Jenny' in the question and looked at the wrong note.	-	0.0%	N.A.
			D Students might have overlooked 'Jenny' in the question and looked at the wrong note / might have mixed up 'Mary' with 'Jenny'.	-	0.0%	N.A.
			U#	-	0.0%	N.A.
	3ERW1 3ERW3	P1 Q02 P1 Q02	A Students might have	-	0.0%	N.A.

http://wlts.edb.hkedcity.net

ENGLISH LANGUAGE

Home > English Language > KS1 (P.1-P.3) > Reading > L2-R-2-P3BC

SEARCH RESULTS

Learning Objectives

Key Stage 1 (Primary 1 - 3)

Key Stage 2 (Primary 4 - 6)

Key Stage 3 (Secondary 1 - 3)

Basic Competencies - Skill - KS1 (P.1-P.3)

- Listening
- Reading
  - L2-R-2-P3BC - Reading aloud unfamiliar words with a small range of vowel and consonant sounds in short and simple texts
  - L2-R-3-P3BC - Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly
  - L1-R-4-P3BC - Recognizing repeated expressions in short and simple literary / imaginative texts
  - L2-R-5-P3BC - Using a small range of reading strategies to

SEARCH AGAIN

Suggested Follow-up Activities | Other Resources | Research Report | Related Module

Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

1 Learners are not able to use phonics skills to sound out unfamiliar words.

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
Fun with Sounds  Preview › Download ›	Through different interactive activities, learners listen to and pronounce different rhyming words and to identify different consonant and vowel sounds. **Related Module:** Fun and Games	1	90	-
Happy to Read Aloud  Preview ›	Learners learn the rime 'ock' from reading riddles and rhymes. They also learn to appreciate repeated sentences in a rhyme through participating in chiming. **Related Module:** Fun and Games	1	55	✓

OIA Reports

SAMPLE

> Online Item Analysis Report

Logout

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

3 Years' Performance

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 1 of 2

Go to page Go

<< < 1 2 > >>

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - sound discrimination Suggested Follow-up Activities 3 Years' Performance	3EL1 3EL3	P1A Q02 P1A Q02	A Students might not have been able to discriminate between the vowel sounds 'a' and 'o'.	-	0.0%	N.A.
			B Students might not have been able to discriminate between the vowel sounds 'i' and 'o'.	-	0.0%	N.A.
			C* Students were able to discriminate the vowel sound 'o' from 'a', 'i' and 'u'.	-	0.0%	N.A.
			D Students might not have been able to discriminate between the vowel sounds 'u' and 'o'.	-	0.0%	N.A.
			U#	-	0.0%	N.A.
	3EL1 3EL2	P1B Q02 P1B Q02	A Students might not have been able to discriminate between the initial consonants 'K' and	-	0.0%	N.A.

> Online Item Analysis Report

Logout

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

3 Years' Performance Chart

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

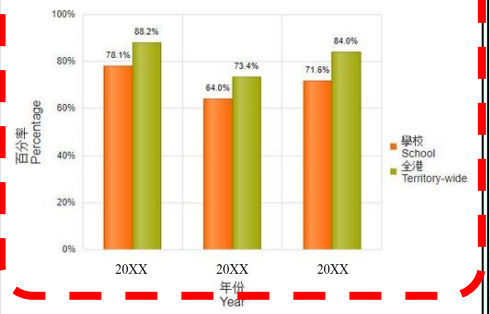
基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option
L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - sound discrimination Suggested Follow-up Activities 3 Years' Performance	3EL1 3EL3	P1A Q02 P1A Q02	A Students might not have been able to discriminate between the vowel sounds 'a' and
			B Students might not have been able to discriminate between the vowel sounds 'i' and
			C* Students were able to discriminate the vowel sound 'o' from 'a', 'i' and 'u'.
			D Students might not have been able to discriminate between the vowel sounds 'u' and
			U#
	3EL1 3EL2	P1B Q02 P1B Q02	A Students might not have been able to discriminate between the initial consonants 'K'

三年表現
3 Years' Performance

級別: P3 Level	科目: English Language Subject	學校編號: P999 School Code
基本能力代號: BC Code	L2-L-1-P3BC	
基本能力: BC Description	Discriminating between common words with a small range of vowel and consonant sounds	
評估重點: Question Intent	discriminating between common words with a small range of vowel and consonant sounds	

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years



OIA Reports

SAMPLE

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening Item

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking

3EL1-P1A Q02 / 3EL3-P1A Q02 Tapescript

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

2. What is the name of the new cake shop?

- A. Hang's Cake Shop
- B. Hing's Cake Shop
- C. Hong's Cake Shop
- D. Hung's Cake Shop

Question intent :

discriminating between common words with a small range of vowel and consonant sounds

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.				
L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - sound discrimination	3EL1 3EL3	P1A Q02 P1A Q02	able to discriminate between the vowel sounds 'u' and 'o'.	U#	-	N.A.
Suggested Follow-up Activities	3EL1 3EL2	P1B Q02 P1B Q02	Students might not have been able to discriminate between the initial consonants 'K' and	A	-	0.0% N.A.
3 Years' Performance						

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

3EL1-P1A Q02 / 3EL3-P1A Q02 Tapescript

Page 1 of 2 Go to page Go

Learning Objective:

Language
Generic sk

2. What is the name of the new cake shop?

- A. Hang's Cake Shop
- B. Hing's Cake Shop
- C. Hong's Cake Shop
- D. Hung's Cake Shop

Question intent :

discriminating between common words with a small

0.0% N.A.

Listening Tapescript

Listening Tapescript

3EL1-P1A Q02 / 3EL3-P1A Q02 (Tapescript)

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

Ann: A new cake shop?

Mum: Yes. It's called Hong's Cake Shop. // *(beep)(8-second pause)*

Question intent :

discriminating between common words with a small range of vowel and consonant sounds

OIA Reports

Territory-wide System Assessment 20XX
School : P999
P3 English

SAMPLE

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme | Exemplar

3ERW1
3ERW2
3ERW3

Page 1 of 3
Go to page Go
<< < 1 2 3 > >>

Writing Marking Scheme

題號 Item no.	選項 Option	得分/等級 Score/Grade
P4 (C)	-	0
	-	1
	-	2
	-	3
	-	U#
P4 (L)	-	0
	-	1
	-	2
	-	3
	-	U#

學校百分率

No or invalid answer
Rated by two assessors (Writing & Speaking

Education Bureau
Territory-wide System Assessment 20XX
Primary 3 English Language
Reading and Writing
Marking Scheme

Part 4 — David's Dog

Score Level	Content	Language
3	• Provides a factual account of the story based on the pictures, with some supporting details • The description is clear and coherent. • Provides an ending to the story	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes * *errors that do not affect comprehension*
2	• Provides a factual account of the story based on the pictures, with almost no supporting details • The description is quite clear. • May provide an ending to the story	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes OR • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes * *uses the given prompts to write with basic and appropriate vocabulary and sentence patterns*
1	• The ideas used to write the story are very limited. OR • The story is unclear or disconnected, which may confuse the reader. OR • The story might have some irrelevant ideas.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. OR • The ideas are just a repetition of the prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

©HKEAA 2019

OIA Reports

SAMPLE

Writing Exemplars

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme
Exemplar

Performance at BC Level
Good Performance

Page 1 of 3
Go to page Go
<< < 1 2 3 > >>

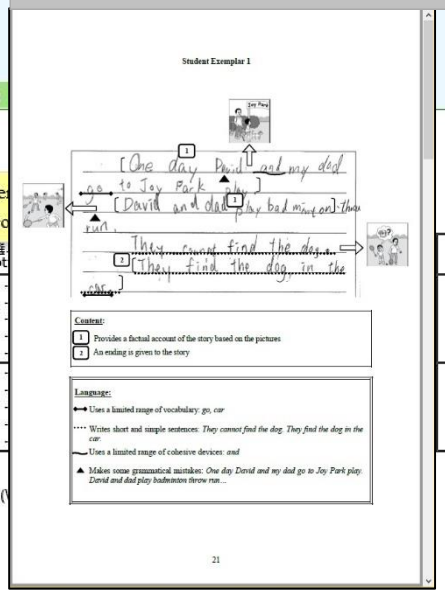
Writing 3ERW1

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
P4 (C)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	U#	0.0%	N.A.
P4 (L)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	U#	0.0%	N.A.

No or invalid answer
Rated by two assessors (Writing & Speaking)

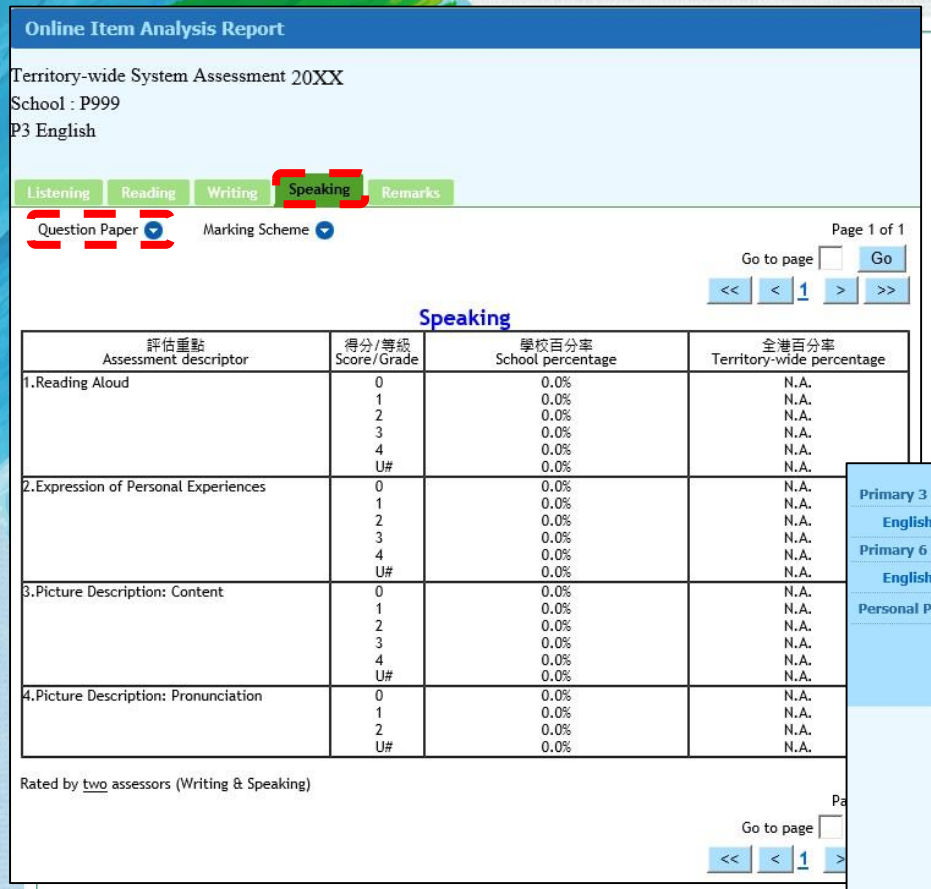
Page 1 of 3
Go to page Go
<< < 1 2 3 > >>

Writing Exemplar with Annotations



OIA Reports

SAMPLE



Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

Page 1 of 1

Go to page Go

<< < 1 > >>

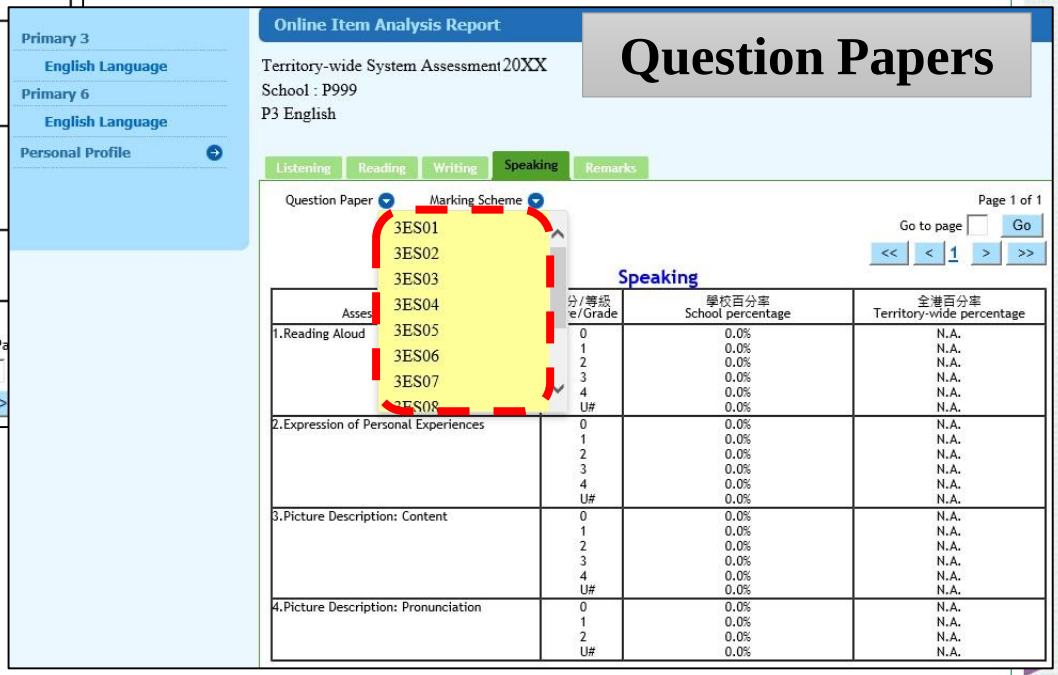
Speaking

評估重點 Assessment descriptor	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
1.Reading Aloud	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
2.Expression of Personal Experiences	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
3.Picture Description: Content	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
4.Picture Description: Pronunciation	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	U#	0.0%	N.A.

Rated by two assessors (Writing & Speaking)

Go to page

<< < 1 >



Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P3 English

Question Papers

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme

3ES01
3ES02
3ES03
3ES04
3ES05
3ES06
3ES07
3ES08

Page 1 of 1

Go to page Go

<< < 1 > >>

Speaking

Asses	分/等級 e/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
1.Reading Aloud	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
2.Expression of Personal Experiences	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
3.Picture Description: Content	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
4.Picture Description: Pronunciation	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	U#	0.0%	N.A.

OIA Reports

SAMPLE

Speaking Question Paper

Online Item Analysis Report

Territory-wide System Assessmen 20XX
School : P999
P3 English

Listening | Reading | Writing | Speakin

Question Paper | Marking Scheme

評估重點 Assessment descriptor
1.Reading Aloud
2.Expression of Personal Experiences
3.Picture Description: Content
4.Picture Description: Pronunciation

Rated by two assessors (Writing & Speaking)

3	E	S	0	1

Education Bureau

Territory-wide System Assessment 20XX

Primary 3

English Language

Speaking

Preparation Time: 2 minutes
Assessment Time: 3 minutes

20XX-TSA-ENG-3ES01-1

Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 2019
School : P999
P3 English

Listening

3	E	S	0	2

Here is a picture of a library. Study the picture and answer the teacher's questions.



END OF PAPER

U#	0.0%	N.A.

SAMPLE

Speaking Marking Scheme

Primary 3
English Language
Primary 6
English Language
Personal Profile

Online Item

Territory-wide S
School : P999
P3 English

Listening Re

Question Paper

Page 1 of 1
Go to page Go
<< < 1 > >>

Asses	全港百分率 Territory-wide percentage
1.Reading Aloud	N.A. N.A. N.A. N.A. N.A. N.A.
2.Expression of Pe	N.A. N.A. N.A. N.A. N.A. N.A.
3.Picture Descript	N.A. N.A. N.A. N.A. N.A. N.A.
4.Picture Descript	N.A. N.A. N.A. N.A.

Education Bureau
Territory-wide System Assessment 20XX
Primary 3 English Language
Speaking
Marking Scheme

Reading Aloud

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES)	4	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words or phrases occasionally
	0	• Reads only a few words

1

Online Item Analysis Report – Teacher User Guide

http://www.bca.hkeaa.edu.hk



Technical Support Hotline: 3628 8177

TSA 2013-2019, 2023,2024**

P.3 English Language (Listening, Reading and Writing)

Percentage of Primary 3 Students Achieving Basic Competency								
2013	2014	2015	2016	2017	2018	2019	2023	2024
80.4	80.3	80.4	81.1	81.1	80.8	79.8	79.5	78.7

*** Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.*

Primary 3
English Language – Speaking

TSA 2024 Primary 3 Speaking

Reading Aloud & Expression of Personal Experiences	Picture Description
Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly ***(Reading Aloud)***	Providing short answers to short and simple questions ***(Content)***
Providing short answers to short and simple questions ***(Expression of Personal Experiences)***	Pronouncing simple and familiar words comprehensibly ***(Pronunciation)***

Speaking Tasks

Reading Aloud & Expression of Personal Experiences	Picture Description
• My Lunch • I Love Reading • My Class Teacher • On a Sunny Day	• At the Zoo • At Recess • In a Music Lesson • Picnic with Family

Speaking – Reading Aloud

- ✓ able to read the texts aloud fluently and clearly
- ✓ made very few mistakes in pronunciation

Areas for Improvement:

- ✶ dropped final consonants
- ✶ mispronounced words
- ✶ pausing and intonation

Speaking – Reading Aloud

Good Performance

- ✓ able to read a short text aloud fluently and clearly with appropriate pausing and intonation
- ✓ made very few or no pronunciation mistakes
- ✓ able to express excitement and appropriate emotions

Speaking – Reading Aloud

3ES01

My Lunch

dropped final consonants

From Monday to Friday, I have lunch at school.

I eat meat and vegetables.

unable to read

On Saturdays, I have lunch at home.

Mum cooks yummy food for us.

mispronounced as 'of'

I like to eat with my family.

We are happy! → **expressed excitement**

Speaking – Reading Aloud

3ES03

I Love Reading

My favourite hobby is reading.

I go to the library every weekend.

I like to borrow books about animals and sports.

Mum reads stories to me before bedtime.

Reading is so much fun!

unable to read

dropped final consonants

mispronounced as 'bad' 'time'

expressed enjoyment

Speaking – Reading Aloud

3ES05

My Class Teacher

Mr Lee is my class teacher.

He is kind and cheerful.

He is also tall and strong.

He teaches Chinese and PE.

I play many sports in his PE lessons.

I enjoy his lessons very much!

mispronounced as 'Ms'

mispronounced as 'careful'

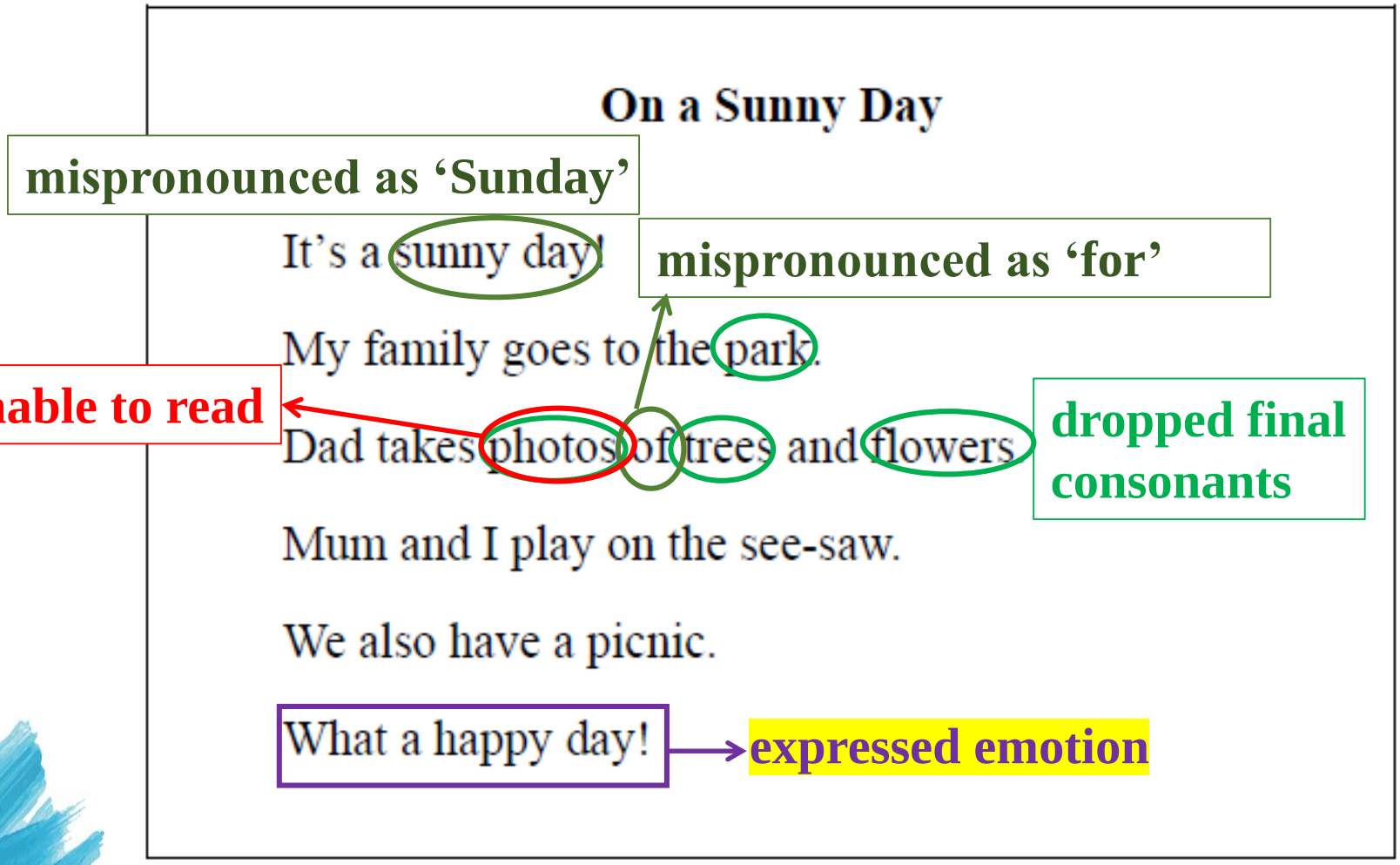
unable to read

dropped final consonants

expressed enjoyment

Speaking – Reading Aloud

3ES07



Speaking – Expression of Personal Experiences

- ✓ able to provide relevant responses to the questions from the oral examiners
- ✓ able to provide relevant answers to Wh-questions
- ★ did not have the vocabulary to describe actions or express ideas

Good performance

- ✓ able to provide relevant answers to most of the questions with some elaboration
- ✓ able to respond naturally and readily to the questions

Speaking – Expression of Personal Experiences

3ES01

some students had difficulty in providing the answer

answered 'When'

- What time do you have lunch?
- Where do you have lunch on weekdays?
- Where do you have lunch on Saturdays?
- Who do you have lunch with on Saturdays?
- What do you usually eat for lunch?
- What do you like to drink with your lunch?
- What do you do after lunch?
- Do you want to learn to cook? Why / Why not?

Misunderstood 'Saturdays' and 'weekdays'

able to provide relevant answers

more able students provided elaboration to their answers

Speaking – Expression of Personal Experiences

3ES03

some students found it difficult to share different types of books

- What kinds of books do you usually read? *(The oral examiner may prompt 'storybooks, comics or any other kinds of books?' if the student stays silent or doesn't answer within a short/reasonable time.)*

(Complete the following question with reference to the answer that the student has given to the first question.)

- When do you usually read _____?
- Where do you read?
- Who reads with you?
- Where is your school library?
- When do you go there?
- What can you do there?
- Do you like your school library? Why / Why not?

Confusion of 'When' and 'Where'

more able students provided elaboration to their answers

Speaking – Expression of Personal Experiences

3ES05

able to provide relevant answers

- Which class are you in?
- Where is your classroom?
- Who is your class teacher?
- What does he/she look like?
- What subjects does he/she teach?
- What do you do in his/her lessons?
- What homework does he/she give you?
- Do you like his/her lessons? Why / Why not?

unable to tell the location of their classrooms or use the ordinal numbers (e.g. ‘second’/‘third’ floor)

need prompting to give answers

unable to answer

more able students provided elaboration to their answers

Speaking – Expression of Personal Experiences

3ES07

- Where do you go on sunny days?

  (If the student replies 'stay home', the oral examiner should ask 'Where do you like to go?' and continue the assessment with the following questions.)
- Who goes with you?
- How do you go there?
- What do you do there?
- What do you wear?
- How do you feel?
- What is the weather like today?
- Do you like the weather today? Why / Why not?

able to provide relevant answers

more able students provided elaboration to their answers

Speaking – Picture Description

- ✓ able to provide natural and relevant responses based on the pictures
- ✓ able to answer Wh-questions despite a few mistakes in pronunciation
- ✶ experienced difficulty in answering questions of what the people in the pictures are going to say
- ✶ did not have the vocabulary to describe actions
- ✶ experienced difficulty in giving reasons for their answers

Good performance

- ✓ provided some elaboration to questions
- ✓ spoke clearly and readily with very few pronunciation mistakes

Speaking – Picture Description

3ES02



A What is this boy/man doing?

☺ able to provide relevant responses

B How does she feel?

unable to provide an answer

C What is this boy doing? Is it right to do that? Why/ Why not?

☹ unable to explain why the behaviour is wrong

Speaking – Picture Description

3ES04



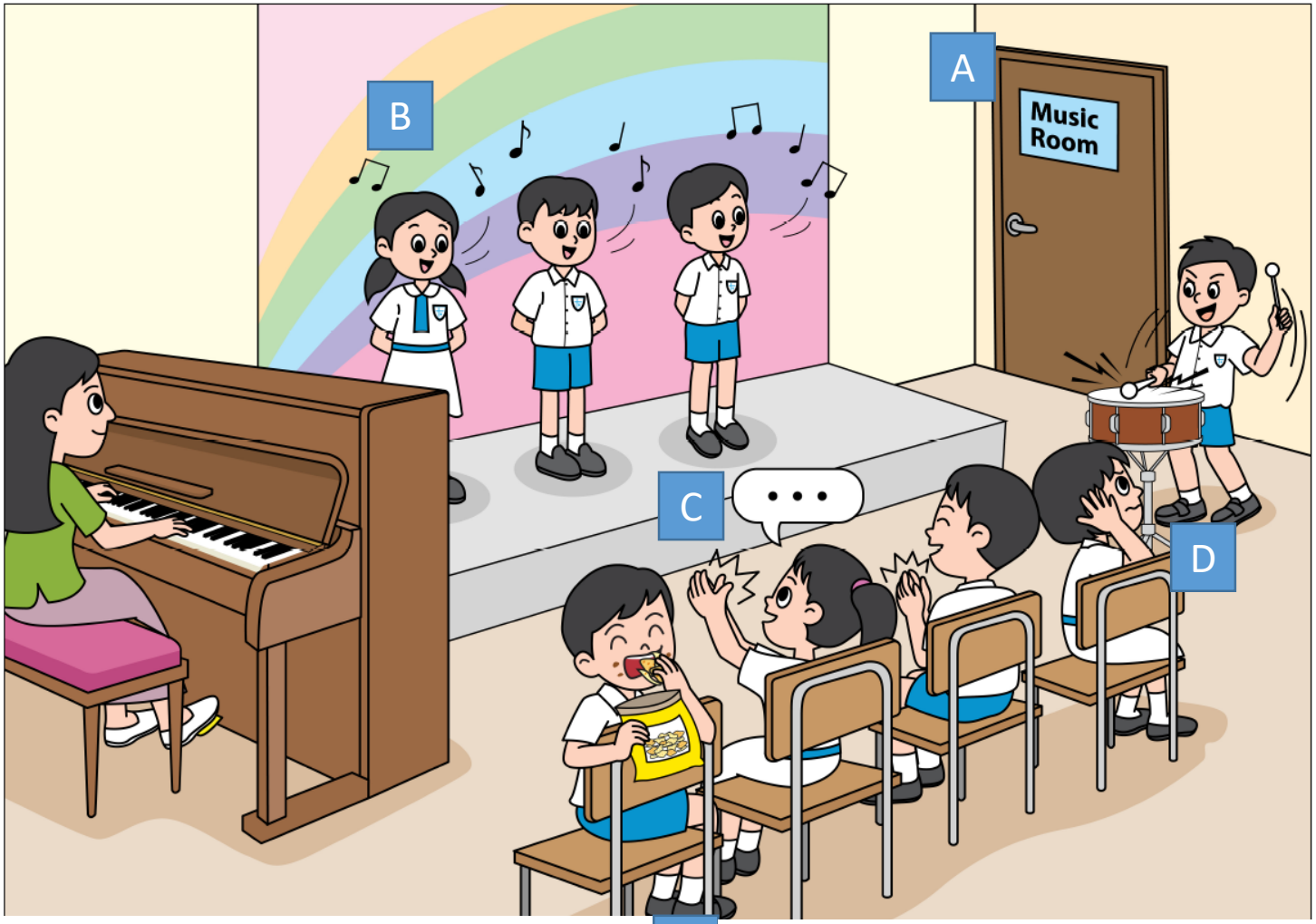
A What do these students want to do? / What does this girl want to buy?
☺ able to provide relevant responses

B What are these boys doing? / What is this girl doing?
unable to express the ideas

C What does the teacher say to them?
unable to provide an answer

Speaking – Picture Description

3ES06



A Where are these students?
☺ able to provide relevant responses

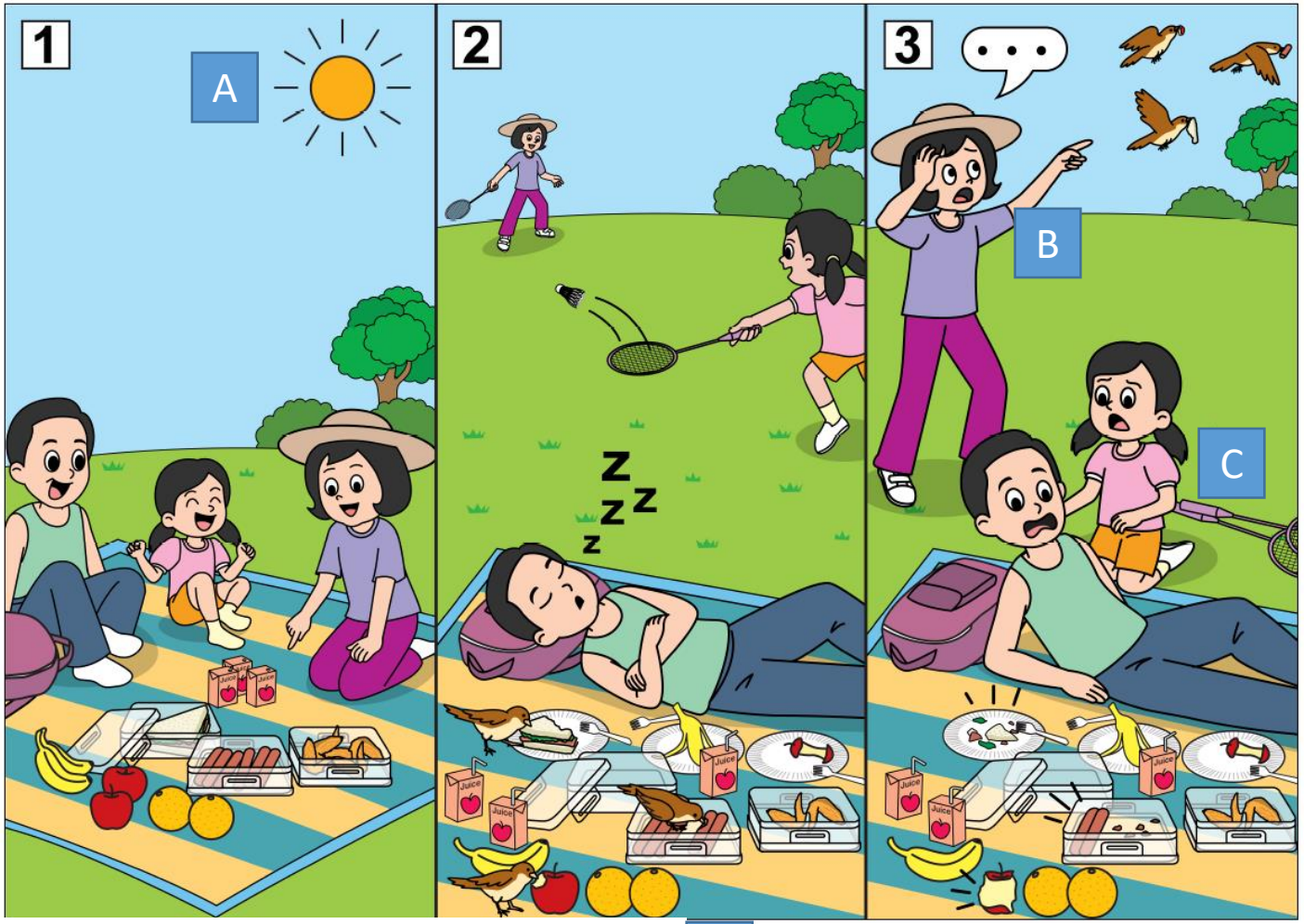
B What are these students doing?
☺ able to provide relevant responses

C What does this girl say?
unable to provide an answer

D Why does this girl cover her ears?
unable to provide an answer

Speaking – Picture Description

3ES08



A What is the weather like?
☺ able to provide relevant responses

B What does Mum say?
unable to provide an answer

C How does the family feel? Why?
lack of vocabulary in answering the questions

Performances of Primary 3 Students in Speaking (2019,2023,2024)

Strengths

Reading Aloud

- ✓ able to read most of the texts aloud fluently and clearly
- ✓ made very few pronunciation mistakes

Expression of Personal Experiences

- ✓ able to provide relevant responses to the questions
- ✓ students with good performance were able to provide elaboration to some questions

Picture Description

- ✓ able to provide relevant but brief answers on the pictures despite a few pronunciation mistakes
- ✓ students with good performance were able to provide elaboration to some questions

Performances of Primary 3 Students in Speaking (2019,2023,2024)

Weaknesses

Reading Aloud

✶ made mistakes in pronunciation (e.g. blends, dropped ending consonants, mispronounced words, pausing and intonation)

Expression of Personal Experiences

✶ some students needed prompting from Oral Examiners

✶ had difficulty in responding to questions that required a reason

Picture Description

✶ some students needed prompting from Oral Examiners

✶ had difficulty in expressing opinions and what the people in the pictures are going to say

✶ lack of vocabulary in answering some questions

For NCS Students

Conclusion

Performance of NCS Students in Speaking : very good

Reading Aloud (RA) & Expression of Personal Experiences (PE)

- ✓ familiar with the topics (RA)
- ✓ able to read the texts aloud fluently and clearly with appropriate pausing and intonation (RA)
- ✓ made very few mistakes in pronunciation (RA)
- ✓ able to provide relevant responses to most of the questions (PE)
- ✓ gave elaboration to some of the questions (PE)

Picture Description

- ✓ able to provide relevant answers to most of the questions
- ✓ gave elaboration to some of the questions
- ✓ responded to most of the questions naturally and readily
- ✓ spoke clearly and readily with very few mistakes in pronunciation

For General Students

Conclusion

Performance of Participating Students in Speaking : satisfactory

Reading Aloud (RA) & Expression of Personal Experiences (PE)

- ✓ familiar with the topics (RA)
- ✓ able to read the texts aloud fluently and clearly (RA)
- ✓ made very few mistakes in pronunciation (RA)
- ✓ able to provide relevant responses to the questions (PE)
- ✶ pausing and intonation: relatively weak for some students (RA & PE)

Picture Description

- ✓ able to provide relevant answers to the questions despite a few pronunciation mistakes
- ✶ had a limited range of vocabulary to describe actions

Conclusion

Suggestions for Follow-up in Learning and Teaching

- increase students' awareness of reading the ending consonants
- highlight the use of pausing and intonation
- expand their vocabulary bank
- develop their creativity to predict what the people in the pictures are going to say



Primary 3
English Language – Listening

TSA 2024 Primary 3 (Listening)

Basic Competency Descriptors
Discriminating between common words with a small range of vowel and consonant sounds
Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents

Primary 3 Student Performances in TSA 2024

Listening

Students achieving basic competence were able to:

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

TSA 2024
Primary 3 English Language – Listening

Listening Tasks

- ***Susan's New Friend (conversation)***
- ***Shopping Fun (conversation)***
- ***Susan Helps At Home (conversation)***
- ***A New Restaurant (conversation)***
- ***Greedy Monkey (story)***
- ***Susan Goes Swimming (conversation)***

Primary 3 Student Performances in TSA 2024

Listening

Strengths

- ✓ key words: e.g. time, fruits, prices, sports, days of the week
- ✓ connection of ideas: *e.g. and, but, also*
- ✓ causal relationship – *because*
- ✓ intonation: e.g. *angry, worried*
- ✓ sound discrimination: initial consonants and ending sounds

Weaknesses

- ✶ sound discrimination: vowels

2024 P3 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Items
L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	Sound discrimination	3EL2 P1A Q1 3EL2/3 P2 Q5 3EL1/2 P1B Q1
L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	Key words	3EL1/2 P1B Q4 3EL3 P1A Q1 3EL1 P1A Q4 3EL2/3 P2 Q2
	Connection between ideas	3EL2/3 P2 Q7 3EL1 P1A Q3 3EL1 P2 Q2 3EL1/2 P1B Q2
	Intonation	3EL2/3 P2 Q4 3EL1 P2 Q3

Primary 3 Student Performances in TSA 2024
Listening

Identifying Key Words
• on familiar topics • related to daily life experiences

For General Students

Key Words

Familiar Topic: 'Prices'

3EL1/2 P1B Q4

4. How much are the socks?

- ○ A. $15
- ○ B. $25
- ● C. $50
- ○ D. $55

Students were able to

- **follow the conversation**
- **identify 'fifty dollars'**



Dad: How much are they? Fifteen dollars? Twenty-five dollars?

Susan: No, it's fifty dollars for one pair. // *(beep)(8-second pause)*

distractors

Key Words

Familiar Topic: 'days of the week'

3EL3 P1A Q1

1. Susan has swimming lessons every _____.

- ○ A. Monday
- ○ B. Wednesday
- ● C. Thursday
- ○ D. Saturday

Students were able to

- **follow the conversation**
- **identify 'Thursdays'**



Grandpa: That's good! When do you have your swimming lessons? Every Wednesday and Saturday?

Susan: No, Grandpa. I have lessons on Thursdays. // *(beep)(8-second pause)*

distractors

For General Students

Key Words

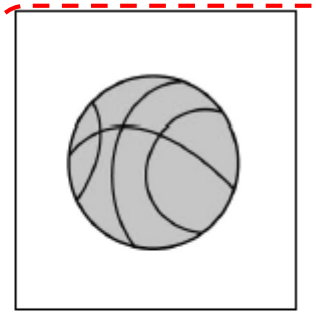
Familiar Topic: 'sports'

3EL1/3 P1A Q4, P1B Q4

4. Susan plays _____ with her new friend.



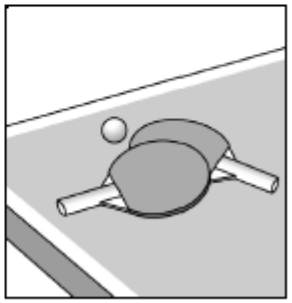
○ A.



● B.



○ C.



○ D.

distractors

Mum: What sports does she like to play?

Susan: She likes to play badminton and table tennis.

Mum: Do you play sports with her?

Susan: Yes, we play basketball after school. // *(beep)(8-second pause)*

Students were able to

- **follow the conversation**
- **identify 'basketball'**

Key Words

Familiar Topic: 'actions'

3EL2/3 P2 Q2

2. The monkey _____ on the farm.

- ● A. climbs up a tree
- ○ B. eats vegetables
- ○ C. picks some fruit
- ○ D. stands in a box

A: Students were able to
- **follow the story**
- **identify 'climbs up a fruit tree'**

C: Students were possibly distracted by 'picks fruit…' and misinterpreted 'picks some fruit' as the answer.

Susan's mum: 【Uncle Sam works on a farm. He grows fruit, but he does not grow rice or vegetables. Every day, he picks fruit and puts the fruits into boxes. One day, a monkey goes to Uncle Sam's farm and climbs up a fruit tree.

distractors

Primary 3 Student Performances in TSA 2024
Listening

Understanding the Connection between Ideas
• using cohesive devices • ideas with causal relationship

For General Students

Connection between Ideas: 'and'

3EL2/3 P2 Q7

7. The monkey hurts its _____.

- ● A. nose and tail
- ○ B. arms and legs
- ○ C. nose and arms
- ○ D. tail and legs

→ **Students were able to understand the ideas linked by 'and'.**



Susan's mum: The monkey runs with the box to a bridge, but it falls down. It hurts its nose and tail. Luckily, its arms and legs are fine. Then, it gets up and crosses the bridge. The box breaks because it is so heavy. In the end, all the fruit falls into the King King River. The monkey is very sad.

Connection between Ideas: 'and'

3EL2/3 P2 Q7

7. The monkey hurts its _____

- ● A. nose and tail
- ○ B. arms and legs
- ○ C. nose and arms
- ○ D. tail and legs

A: Students were able to understand the ideas linked by 'and'.

B: Students might have missed 'nose and tail' and were possibly distracted by 'arms and legs'.

C: Students might have missed 'tail' and were possibly distracted by 'arms'.

Susan's mum: The monkey runs with the box to a bridge, but it falls down. It hurts its nose and tail. Luckily, its arms and legs are fine. Then, it gets up and crosses the bridge. The box breaks because it is so heavy. In the end, all the fruit falls into the King King River. The monkey is very sad.

distractor

Connection between Ideas: 'but'

For NCS Students

3EL1/3 P1A Q3, P1B Q3

3. Susan does not like to read books about _____

- ○ A. animals
- ○ B. clothes
- ○ C. food
- ● D. sports

Students were able to understand the ideas contrasted by 'but'.

distractors

Susan: We read in the library. There are some new books about animals, food and clothes. Sandy likes to read books about sports, but I don't. // *(beep)(8-second pause)*



Connection between Ideas: 'because'

3EL1 P2 Q2

2. Why doesn't Mum feel well?

- ○ A. She is sad.
- ○ B. She is cold.
- ● C. She feels hot.
- ○ D. She did not sleep.

→ **Students were able to understand the ideas linked by 'because'.**

Mum: I don't feel well because my face feels hot. // *(beep)(8-second pause)*

For NCS Students

Connection between Ideas: 'also'

3EL1/2 P1B Q2

2. What shops are on the first floor?



● A.



○ B.



○ C.



○ D.

Students were able to understand the ideas linked by 'also'.

Dad:	We're now on the first floor. Look! There is a gift shop.
Susan:	I can also see a toy shop.
Dad:	On the second floor, there is a big bookshop.
Susan:	Is there a clothes shop on that floor?
Dad:	Yes. // *(beep)(8-second pause)*

distractors

Connection between Ideas: 'also'

3EL1/2 P1B Q2

2. What shops are on the first floor?



● A.



○ B.



○ C.



○ D.

A. Students were able to understand the ideas linked by 'also'.

D. Students might have missed 'gift shop' and 'toy shop' and were possibly distracted by 'bookshop' and 'clothes shop'.

Dad:	We're now on the first floor. Look! There is a gift shop.
Susan:	I can also see a toy shop.
Dad:	On the second floor, there is a big bookshop.
Susan:	Is there a clothes shop on that floor?
Dad:	Yes. // *(beep)(8-second pause)*

distractors

Primary 3 Student Performances in TSA 2024
Listening

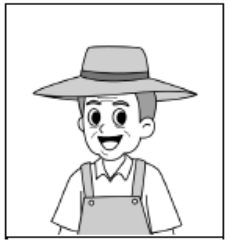
Understanding Basic Differences in Intonation
• angry • worried

For General Students

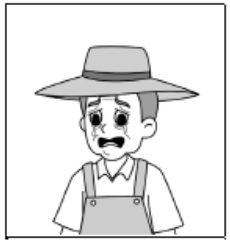
Intonation: 'excited'

3EL2/3 P2 Q4

4. How does Uncle Sam feel?



○ A.



○ B.



○ C.



● D.

verbal cues:

'Go away, naughty monkey!'

Susan's mum: When Uncle Sam sees the monkey, he picks up a stick and shouts, "Go away, naughty monkey!" (*angry tone*)

Intonation: 'worried'

3EL1 P2 Q3

verbal cues:

'That's so bad!'

3. How does Susan feel?



● A.



○ B.



○ C.



○ D.

Susan: That's so bad! (*worried tone*) // *(beep)(8-second pause)*

Primary 3 Student Performances in TSA 2024
Listening

Discriminate between Common Words
• initial consonants • ending sounds

Sound Discrimination:

ending sounds

3EL2 P1A Q1

1. Susan and her grandma went to _____ Restaurant.

- ○ A. Jeck
- ○ B. Jeff
- ● C. Jess
- ○ D. Jet

Students were able to discriminate the ending sound in 'Jess' from 'Jeck', 'Jeff' and 'Jet'.

Dad: Good! Which restaurant did you go to?

Susan: Jess Restaurant. It's new. It only opened last month. // *(beep)(8-second pause)*

For NCS Students

Sound Discrimination:

ending sounds

3EL2 P1A Q1

1. Susan and her grandma went to _____ Restaurant.

- ○ A. Jeck
- ○ B. Jeff
- ● C. Jess
- ○ D. Jet

Students were able to discriminate the ending sound in 'Jess' from 'Jeck', 'Jeff' and 'Jet'.

Dad: Good! Which restaurant did you go to?

Susan: Jess Restaurant. It's new. It only opened last month. // *(beep)(8-second pause)*

Sound Discrimination:

ending sounds

3EL2 P1A Q1

1. Susan and her grandma went to _____ Restaurant.

- ○ A. Jeck
- ○ B. Jeff
- ● C. Jess
- ○ D. Jet

A: Students might not have been able to discriminate between the ending sounds in 'Jeck' and 'Jess'.

C: Students were able to discriminate the ending sound in 'Jess' from 'Jeck', 'Jeff' and 'Jet'.

Dad: Good! Which restaurant did you go to?

Susan: Jess Restaurant. It's new. It only opened last month. // *(beep)(8-second pause)*

For NCS Students

Sound Discrimination:

initial consonants

3EL2/3 P2 Q5

5. The monkey runs back to _____ Forest.

- ● A. Bon Bon
- ○ B. Fon Fon
- ○ C. Hon Hon
- ○ D. Ron Ron

Students were able to discriminate the initial consonant sounds in 'Bon Bon' from 'Fon Fon', 'Hon Hon' and 'Ron Ron'.

Susan's mum: The monkey runs back to Bon Bon Forest. That night, it returns to Uncle Sam's farm. It sees boxes of fruit. There are apples, oranges, pears and mangoes in the boxes. It takes a big box of mangoes. It is greedy.

Sound Discrimination:

initial consonants

3EL2/3 P2 Q5

5. The monkey runs back to _____ Forest.

- ● A. Bon Bon
- ○ B. Fon Fon
- ○ C. Hon Hon
- ○ D. Ron Ron

A: Students were able to discriminate the initial consonant sounds in 'Bon Bon' from 'Fon Fon', 'Hon Hon' and 'Ron Ron'.

B: Students might not have been able to discriminate between the initial consonant sounds in 'Fon Fon' and 'Bon Bon'.

Susan's mum: The monkey runs back to Bon Bon Forest. That night, it returns to Uncle Sam's farm. It sees boxes of fruit. There are apples, oranges, pears and mangoes in the boxes. It takes a big box of mangoes. It is greedy.

For General Students

Sound Discrimination:

vowels

3EL2/3 P2 Q9

9. All the fruit falls into the _____ River.

- A. Kang Kang
- B. King King
- C. Kong Kong
- D. Kung Kung

Students were able to discriminate the vowel sounds in 'King King' from 'Kang Kang', 'Kong Kong' and 'Kung Kung'.

Susan's mum: The monkey runs with the box to a bridge, but it falls down. It hurts its nose and tail. Luckily, its arms and legs are fine. Then, it gets up and crosses the bridge. The box breaks because it is so heavy. In the end, all the fruit falls into the King King River. The monkey is very sad.

For General Students

3EL1/2 P1B Q1

Sound Discrimination:

vowels

Students with Good Performance

1. Susan and her dad go to _____ Shopping Centre.

- ○ A. Mappy
- ● B. Mippy
- ○ C. Moppy
- ○ D. Muppy

Dad: [Here we are, Susan. This is Mippy Shopping Centre.



A: Students might not have been able to discriminate between the vowel sounds 'Mappy' and 'Mippy'.

B: Students were able to discriminate the vowel sound 'Mippy' from 'Mappy', 'Moppy' and 'Muppy'.

C: Students might not have been able to discriminate between the vowel sounds 'Moppy' and 'Mippy'.

D: Students might not have been able to discriminate between the vowel sounds 'Muppy' and 'Mippy'.

Sound Discrimination:

vowels

3EL1/2 P1B Q1

1. Susan and her dad go to _____ Shopping Centre.

- ○ A. Mappy
- ● B. Mippy
- ○ C. Moppy
- ○ D. Muppy

Dad: [Here we are, Susan. This is Mippy Shopping Centre.

A: Students might not have been able to discriminate between the vowel sounds 'Mappy' and 'Mippy'.

B: Students were able to discriminate the vowel sound 'Mippy' from 'Mappy', 'Moppy' and 'Muppy'.

C: Students might not have been able to discriminate between the vowel sounds 'Moppy' and 'Mippy'.

D: Students might not have been able to discriminate between the vowel sounds 'Muppy' and 'Mippy'.

Conclusion

Performance of Participating Students in Listening: very good

- ✓ able to identify key words on familiar topics / related to daily life experiences
- ✓ able to identify the connections of ideas using cohesive devices (e.g. *and, but, also, because*)
- ✓ able to understand basic differences in intonation (e.g. *angry, worried*)
- ✓ able to discriminate words with a small range of consonant sounds

Conclusion

Performance of NCS Students in Listening: very good

- ✓ able to identify key words on familiar topics / related to daily life experiences
- ✓ able to identify the connections of ideas using cohesive devices (e.g. *and, but, also, because*)
- ✓ able to understand basic differences in intonation (e.g. *angry, worried*)
- ✓ able to discriminate words with a small range of vowel and consonant sounds

For Students With SEN

Conclusion

Performance of Students with SEN in Listening: satisfactory

- ✓ able to identify key words on familiar topics / related to daily life experiences
- ✓ able to identify the connections of ideas using cohesive devices (e.g. *and, but, also, because*)
- ✓ able to understand basic differences in intonation (e.g. *angry, worried*)
- ✓ able to discriminate words with a small range of consonant sounds

For General Students

Suggestions for Follow-up in Learning and Teaching

- ➢ exposure to a wider range of vowel sounds

Primary 3
English Language – Writing

TSA 2024 Primary 3 Writing

Basic Competency Descriptors
Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues
Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes

2024 P3 Exemplar Items (Writing)

Basic Competency Descriptor	Writing Paper	Exemplars
L2-W-3-P3BC (Content) Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues L2-W-4-P3BC (Language) Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes	3ERW1 (Personal Description)	1-2 3-4 (Good Performance)
	3ERW2 (Story Writing)	5-6 7-8 (Good Performance)
	3ERW3 (Letter Writing)	9-10 11-12 (Good Performance)

TSA 2024 – My Family Time At Weekends

3ERW1 P4

Students wrote about their family time at weekends.

Part 4

You are writing about your family time at weekends.

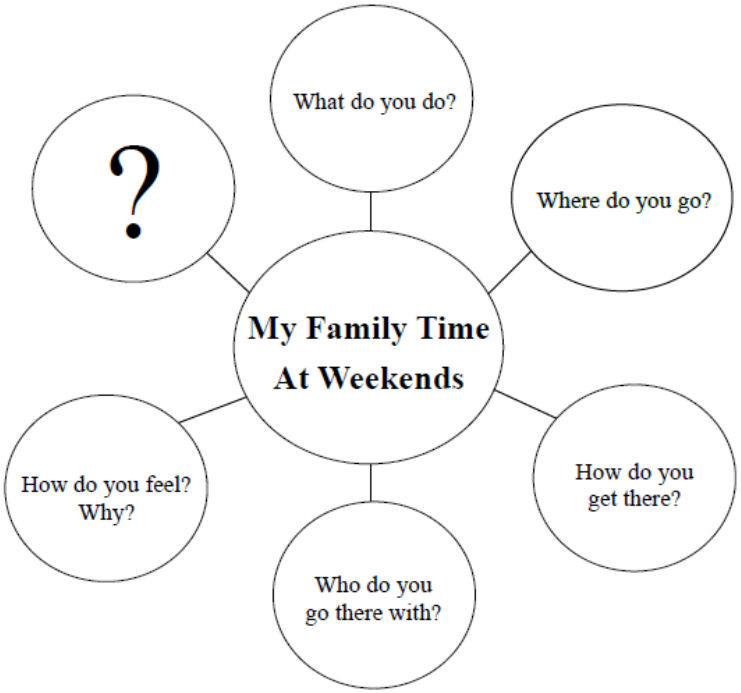
Write about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

e.g. playground shopping centre







Primary 3 Student Performances in TSA 2024
Writing Marking Scheme (My Family Time At Weekends)

Education Bureau
Territory-wide System Assessment 2024
Primary 3 English Language
Reading and Writing
Marking Scheme

My Family Time At Weekends

Part 4

Score Level	Content	Language
3	• The ideas/responses to the questions are relevant, some supporting details are given. • The ideas are clear and coherent.	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes **errors that do not affect comprehension*
2	• The ideas/responses to the questions are brief* and relevant to the questions. • The ideas are quite clear. * almost no supporting details	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes * *responds to the questions with basic and appropriate vocabulary and sentence patterns*
1	• The ideas/responses to the questions are very limited. **OR** • The ideas/responses are unclear or disconnected, which may confuse the reader. **OR** • Some ideas/responses to the questions are irrelevant.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas/responses to the questions are just a repetition of the questions/prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

©HKEAA 2024

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – **Content**

Providing Relevant Ideas to the Questions

What do you do?

- I played the swing.
- We bought some books, sweet food.

Where do you go?

- I go to the park with my family.
- My mum and dad me go to playground.
- My family took my to a playhouse.

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – **Content**

Providing Relevant Ideas to the Questions

How do you get there?

- I go there by foot.
- I get there by tram.

Who do you go there with?

- I go to have picnic with my family.
- I go to the park the with my family but not my big brother.

Primary 3 Student Performances in TSA 2024 Writing (My Family Time At Weekends) – **Content**

Providing Relevant Ideas to the Questions

How do you feel? Why?

- I feel so happy. Because I played a lot of games.
- I felt happy because I had some sweet foods.

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – **Language**

Using Vocabulary Related to the Topic

- (adjectives) happy, sad, interesting, yummy, excited
- (verbs) buy, play
- (nouns) swing, home, games, toys

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – **Language**

Using a Limited Range of Cohesive Devices

- Today, we were happy because we went to playground and shopping centre. …
- …We buy some apple, juice and chocolate.

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – **Language**

Providing Short and Simple Sentences

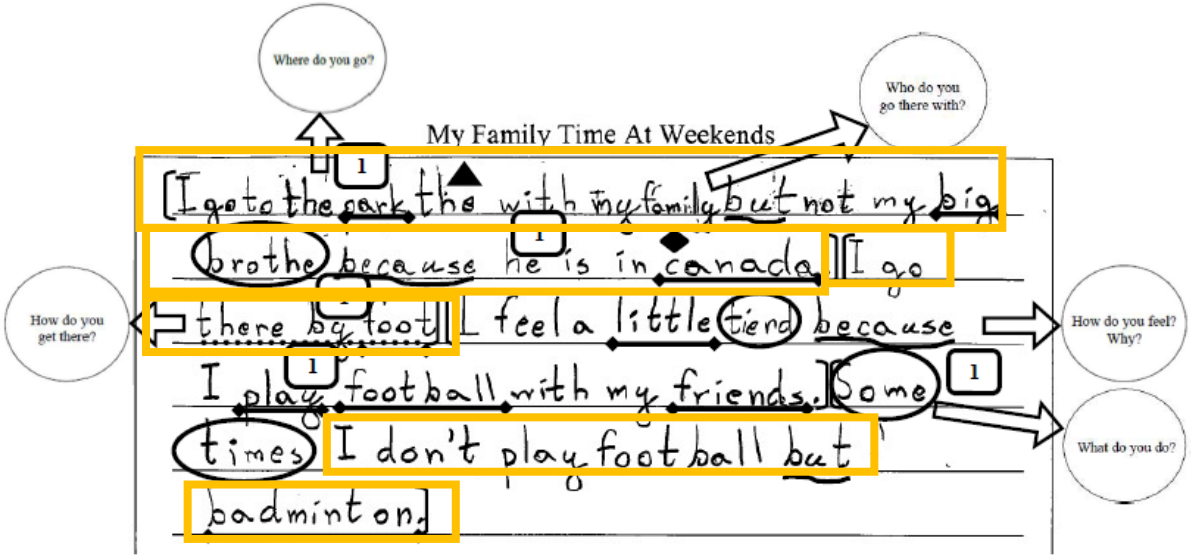
- On Sunday, I go to funny shopping centre with my family.
- We go to a toy shop.
- I buy a new toy.
- We have a happy day.

For General Students

Primary 3 Student Performances in TSA 2024 Writing (My Family Time At Weekends) – **Language**

- subject-verb disagreement (*e.g.…we goes to home.*)
- errors in tenses (*e.g. Mum and I going to shopping centre.)*
- wrong capitalisation and punctuation marks (*e.g. At Weekends, My Family took me to a playhouse, The playhouse…*)
- incorrect expressions (*e.g. I and Mum go to the playground.)*
- errors in the usage of prepositions, singular and plural nouns (*e.g. We play a games together.*)
- spelling mistakes on common words related to the topic (*e.g.brother/brothe, tired/tried*)

TSA 2024 (My Family Time At Weekends) Exemplar 1



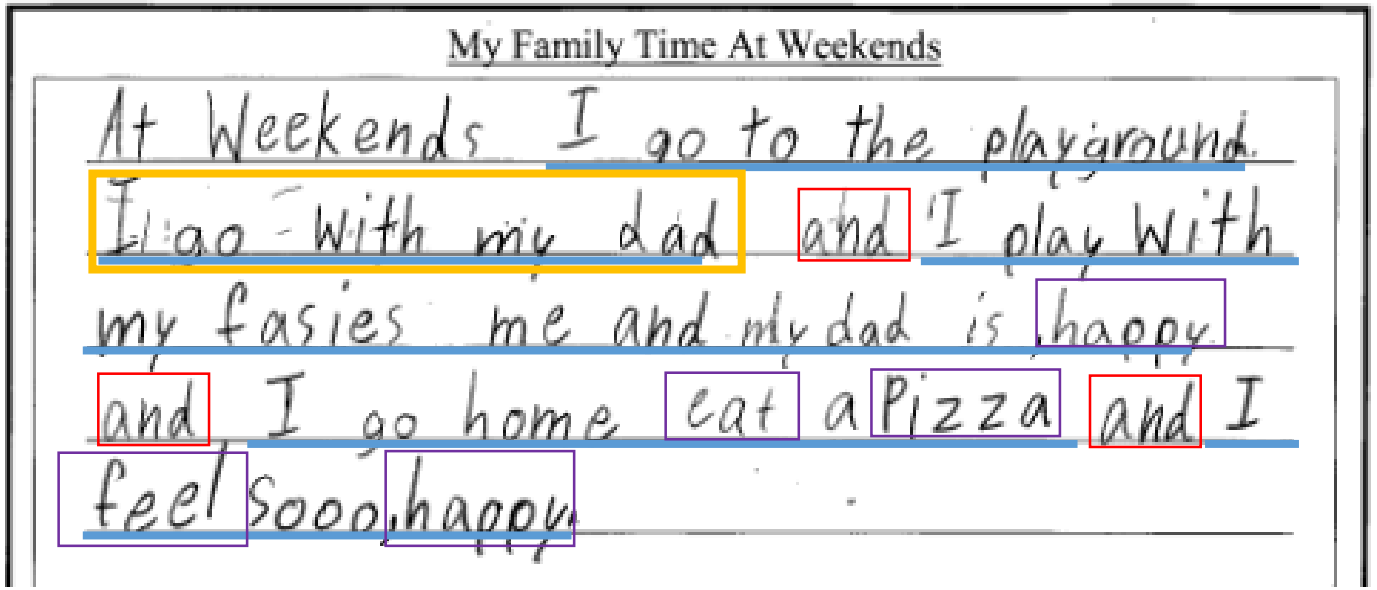
Content:

1 Provides brief and relevant ideas to the questions

Language:

- Uses a limited range of vocabulary: *park, big, foot, little, play, football, friends, badminton*
- Writes short and simple sentences: *I go there by foot.*
- Uses some cohesive devices: *but, because*
- Makes some grammatical mistakes: *I go to the park the with my family but not my big brothe because he is in canada. ... I go there by foot.*
- Makes some spelling mistakes: *brothe (brother), tierd (tired), Some times (Sometimes)*
- Uses wrong capitalisation: *canada (Canada)*

For NCS Students



My Family Time At Weekends

At Weekends I go to the playground. I go with my dad and I play with my fasies me and my dad is happy and I go home eat a Pizza and I feel Sooo happy

✓ Provides brief and relevant ideas to the questions

✓ Uses a limited range of vocabulary, sentence patterns and/or cohesive devices with some grammatical and spelling mistakes

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – Good Performance

Content

- ✓ providing relevant ideas to the questions with some supporting details
- ✓ clear and coherent ideas

Primary 3 Student Performances in TSA 2024
Writing (My Family Time At Weekends) – Good Performance

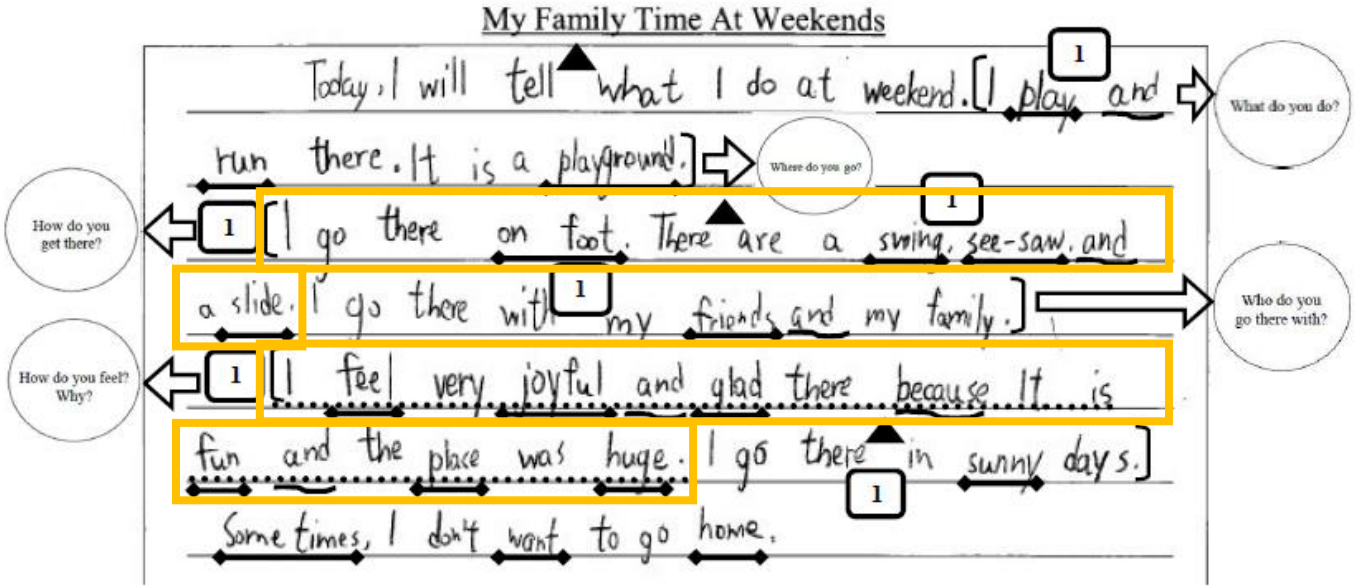
Language

- ✓ using a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor, few or no grammatical and spelling mistakes

TSA 2024 (My Family Time At Weekends) Exemplar 3

For General Students

Good Performance



Content:

1 Provides relevant ideas to the questions with some supporting details

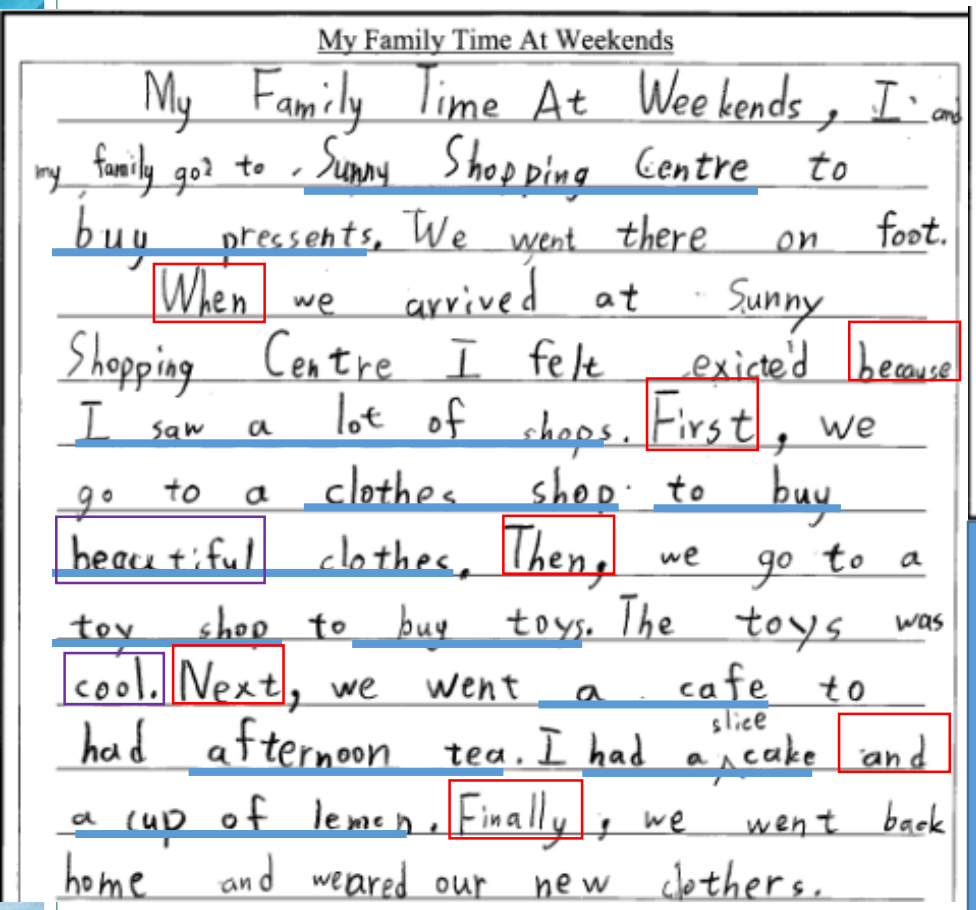
Language:

- Uses a small range of vocabulary: *play, run, playground, on foot, swing, see-saw, slide, friends, feel, joyful, glad, fun, place, huge, sunny, Sometimes, want, home*
- Uses a small range of sentence patterns: *I feel very joyful and glad there because it is fun and the place was huge.*
- Uses a small range of cohesive devices: *and, because*
- Makes a few grammatical mistakes: *Today, I will tell what I do at weekend. ...There are a swing, see-saw and a slide. ...I go there in sunny days.*

TSA 2024 (My Family Time At Weekends) Exemplar 4

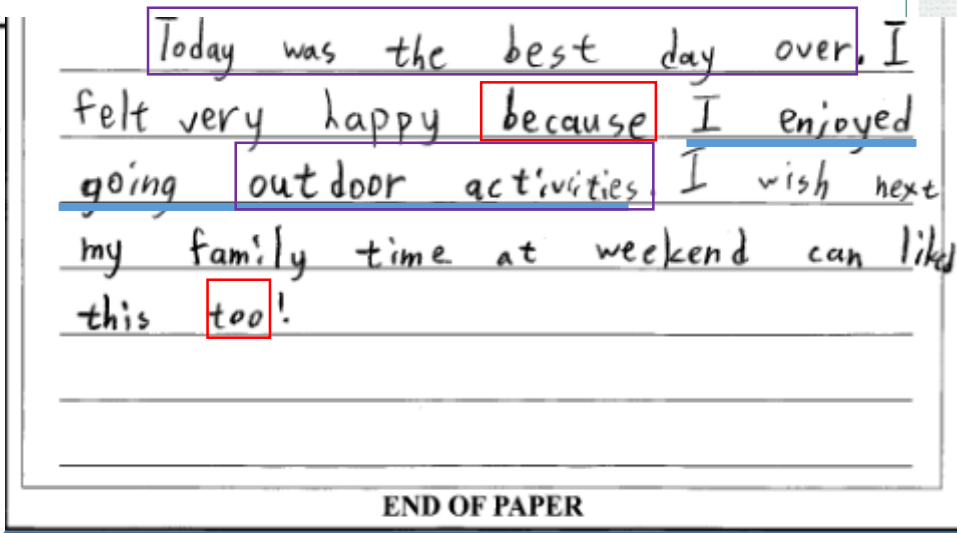
Good Performance

For Students With SEN



My Family Time At Weekends

My Family Time At Weekends, I and my family go to Sunny Shopping Centre to buy pressents. We went there on foot. When we arrived at Sunny Shopping Centre I felt exicted because I saw a lot of shops. First, we go to a clothes shop to buy beautiful clothes. Then, we go to a toy shop to buy toys. The toys was cool. Next, we went a cafe to had afternoon tea. I had a slice cake and a cup of lemon. Finally, we went back home and weared our new clothers.



Today was the best day over. I felt very happy because I enjoyed going outdoor activities. I wish next my family time at weekend can like this too!

END OF PAPER

- ✓ The ideas to the questions are relevant with some supporting details.
- ✓ Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical and spelling mistakes

TSA 2024 – At the Zoo

3ERW2 P4

Part 4

You are writing a story about Susan and her dad.

Look at the pictures and write the story in about 30 words.

- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.





visit / panda

touch / dolphin





drop / water

Primary 3 Student Performances in TSA 2024
Writing Marking Scheme (At the Zoo)

Education Bureau
Territory-wide System Assessment 2024
Primary 3 English Language
Reading and Writing
Marking Scheme

At the Zoo

Part 4

Score Level	Content	Language
3	• Provides a factual account of the story based on the pictures, with some supporting details • The description is clear and coherent. • Provides an ending to the story	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes ** errors that do not affect comprehension*
2	• Provides a factual account of the story based on the pictures, with almost no supporting details • The description is quite clear. • May provide an ending to the story	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes ** uses the given prompts to write with basic and appropriate vocabulary and sentence patterns*
1	• The ideas used to write the story are very limited. **OR** • The story is unclear or disconnected, which may confuse the reader. **OR** • The story might have some irrelevant ideas.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas are just a repetition of the prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

©HKEAA 2024

Primary 3 Student Performances in TSA 2024 Writing (At the Zoo)

Content

- ✓ a familiar topic to students
- ✓ writing a short story with word prompts *'visit / panda'*, *'touch / dolphin'* and *'drop / water'*
- ✓ providing a story about Susan and her dad
- ✓ providing a description – quite clear
- ✓ providing an ending to the story

Primary 3 Student Performances in TSA 2024
Writing (At the Zoo) – **Content**

Providing Ideas Based on Pictures and Word Prompts

- Susan and her dad went to Happy Zoo. First, they went to visit the pandas.

Picture 1



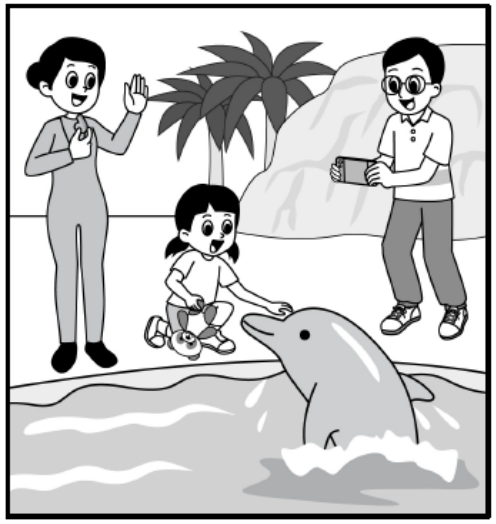
visit / panda

Primary 3 Student Performances in TSA 2024
Writing (At the Zoo) – **Content**

Providing Ideas Based on Pictures and Word Prompts

- And then, they went to touch the dolphin.

Picture 2



touch / dolphin

Primary 3 Student Performances in TSA 2024
Writing (At the Zoo) – **Content**

Providing Ideas Based on Pictures and Word Prompts

- …but then Susan dropped her panda doll in the water!

Picture 3



drop / water

Primary 3 Student Performances in TSA 2024 Writing (At the Zoo) – **Content**

Providing an Ending to the Story

- In the end, the dolphin help her. She feels happy now.
- The dolphin got the doll and give back to Susan.
- At last, Susan's dad bought Susan a new panda.

Primary 3 Student Performances in TSA 2024
Writing (At the Zoo) – **Language**

Using Vocabulary Related to the Topic

- (Time words): Today, One day, Yesterday, Last week
- (adjectives): sad, happy
- (verbs): bring, help, took
- (nouns): teddy bear, toy panda

Primary 3 Student Performances in TSA 2024
Writing (At the Zoo) – **Language**

Providing Short and Simple Sentences

- Last week, Susan and her dad visited happy zoo.
- Susan went to dolphin area and touched a dolphin.
- Susan droped her toy in the water.
- In the end the dolphin gave back the toy, Susan was happy.

Primary 3 Student Performances in TSA 2024 Writing (At the Zoo) – **Language**

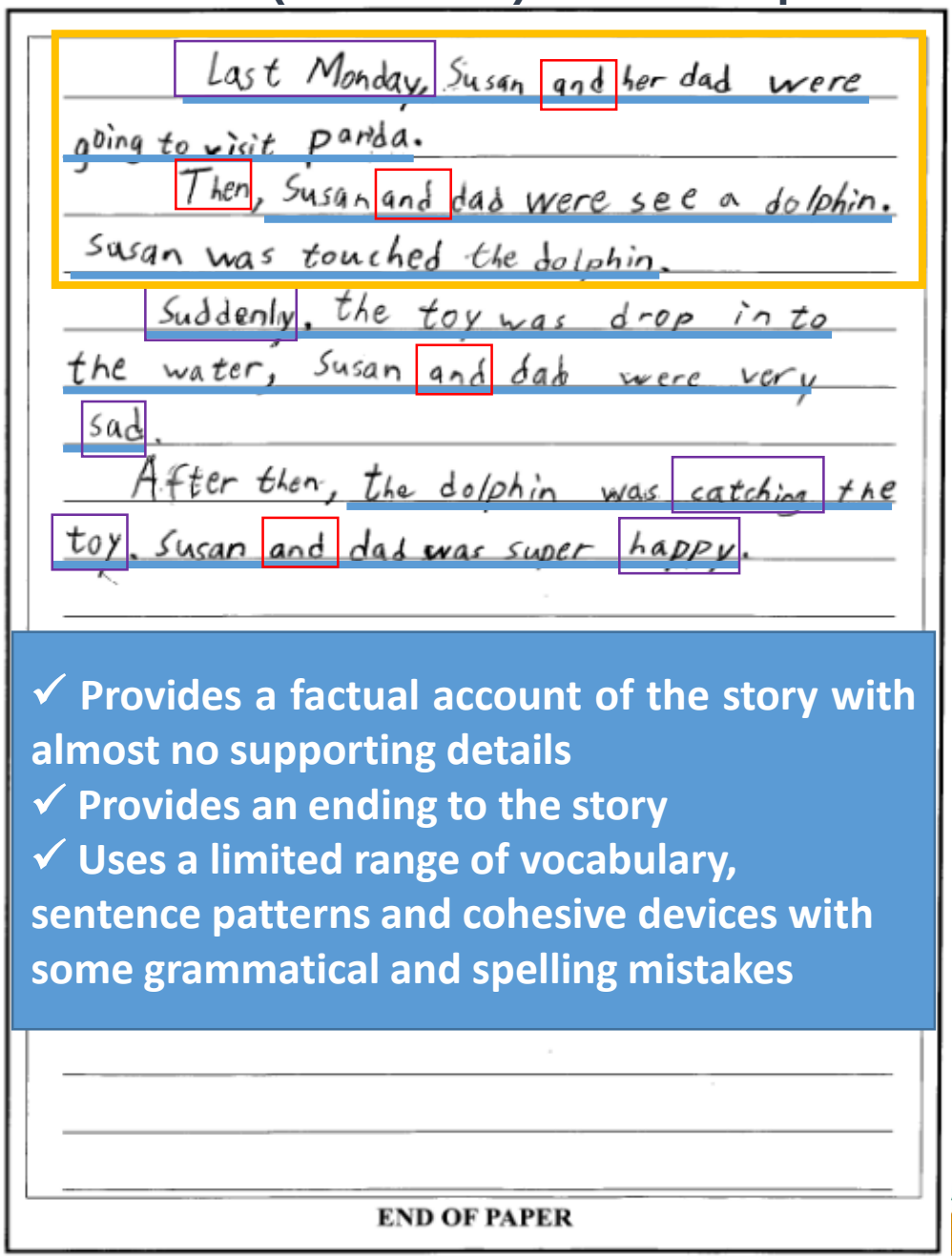
Using a Limited Range of Cohesive Devices

- One day, my dad and I go to the happy zoo.
- Then, Susan went to touch the dolphin.
- She went to the dolphin but she was too scared.
- My panda toy is drop in the water so I am cry.
- In the end, the dolphin help her.

Primary 3 Student Performances in TSA 2024
Writing (At the Zoo)
Language

- subject-verb disagreement (*e.g. Then dad buy a new panda to me.*)
- errors in tenses (*e.g. My panda toy is drop the water.*)
- wrong capitalisation and punctuation marks (*e.g. One day, my dad and I go to the happy zoo, we … …)*
- incorrect expressions (*e.g. Susan is looking the dolphin.)*
- errors in the usage of prepositions, singular and plural nouns (*e.g. She is eating a leaves.*)
- spelling mistakes (*e.g. visit/wisit, then/than, teddy/tebby*)

TSA 2024 (At the Zoo) Exemplar 5



Last Monday, Susan and her dad were going to visit panda.

Then, Susan and dad were see a dolphin. Susan was touched the dolphin.

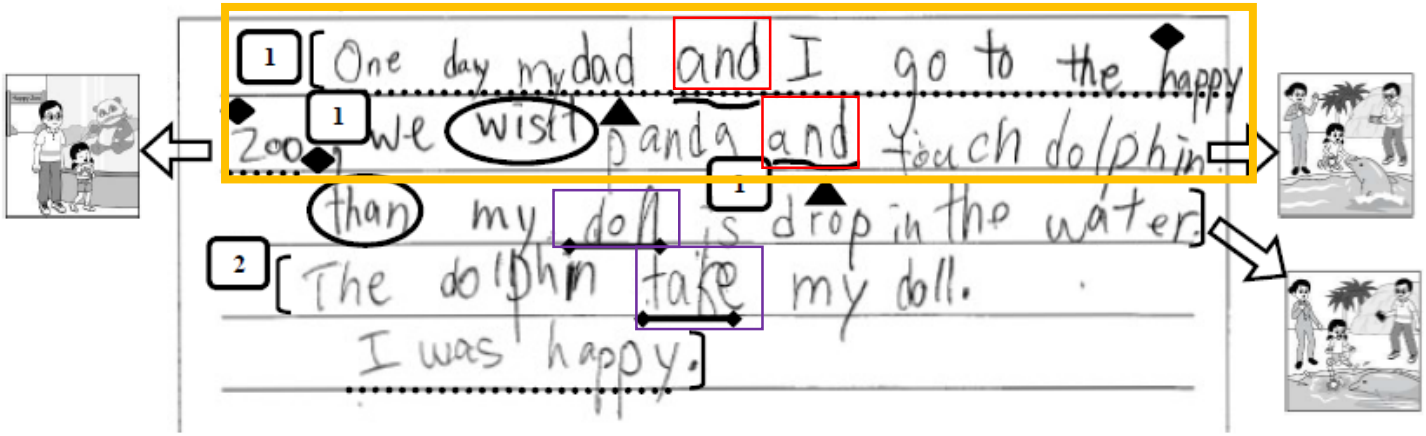
Suddenly, the toy was drop in to the water, Susan and dad were very sad.

After then, the dolphin was catching the toy. Susan and dad was super happy.

END OF PAPER

- ✓ Provides a factual account of the story with almost no supporting details
- ✓ Provides an ending to the story
- ✓ Uses a limited range of vocabulary, sentence patterns and cohesive devices with some grammatical and spelling mistakes

TSA 2024 (At the Zoo) Exemplar 6



Content:

1 Provides a factual account of the story based on the pictures

2 An ending is given to the story

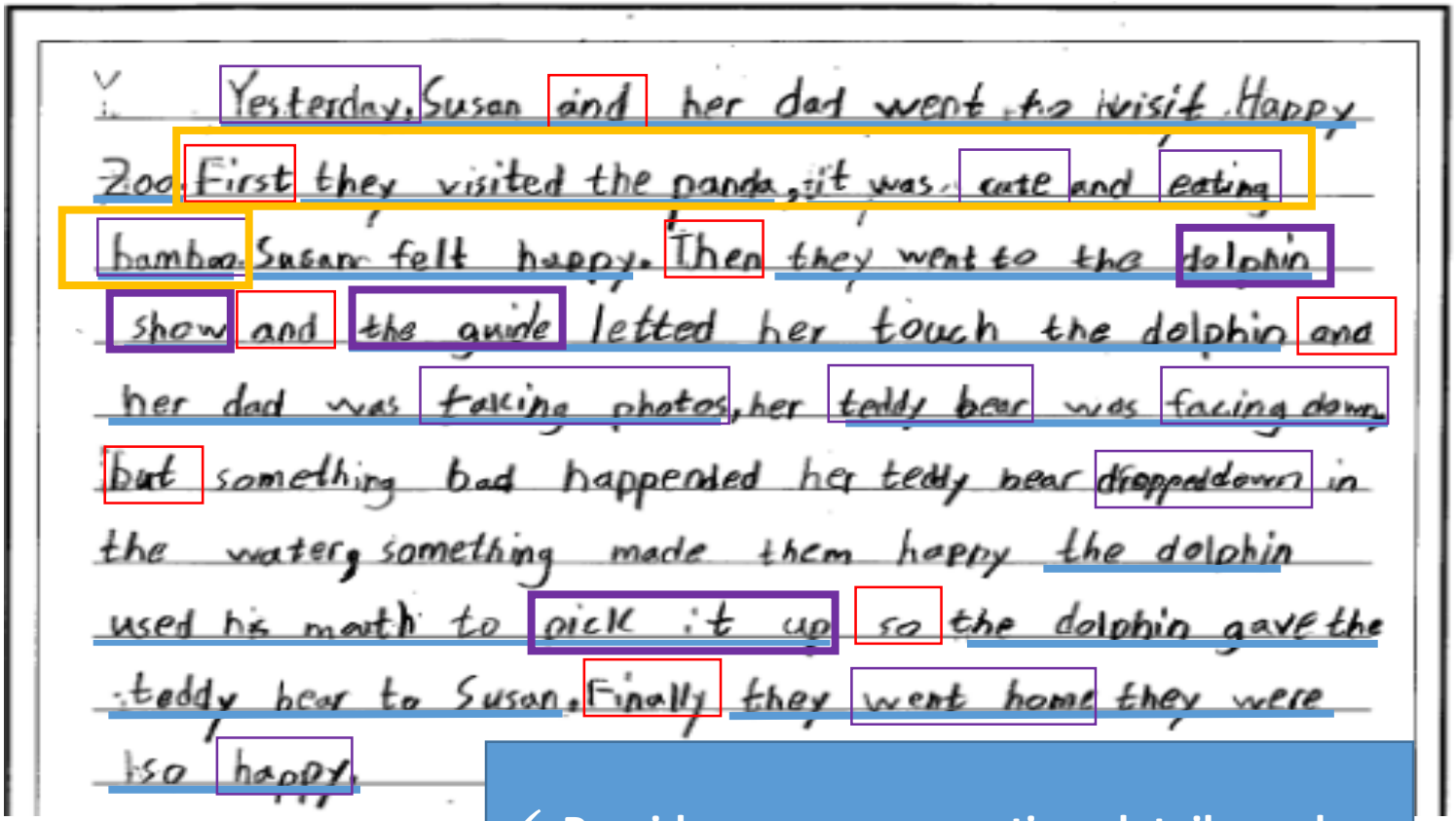
Language:

- Uses a limited range of vocabulary: *doll, take*
- Writes short and simple sentences: *One day my dad and I go to the happy zoo… I was happy.*
- Uses a limited range of cohesive devices: *and*
- Makes some grammatical mistakes: *…we wisit panda and touch dolphin. than my doll is drop in the water.*
- Makes some spelling mistakes: wisit (visit), than (then)
- Uses wrong capitalisation: *happy zoo (Happy Zoo), ‘,’ (‘.’)*

TSA 2024 (At the Zoo) Exemplar 7

For NCS Students

Good Performance



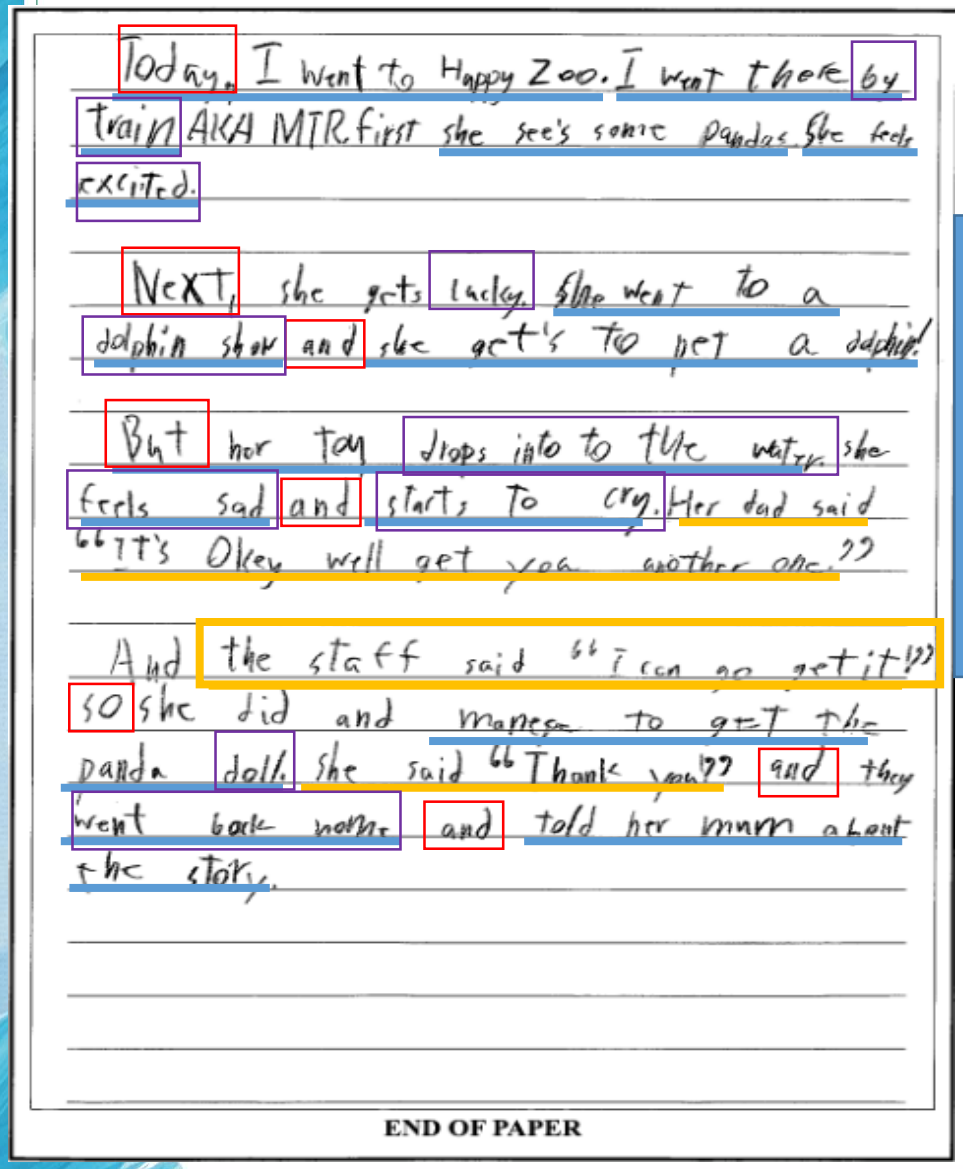
Yesterday, Susan and her dad went to visit Happy Zoo. First they visited the panda, it was cute and eating bamboo. Susan felt happy. Then they went to the dolphin show and the guide letted her touch the dolphin and her dad was taking photos, her teddy bear was facing down, but something bad happended her teddy bear droppeddown in the water, something made them happy the dolphin used his mouth to pick it up so the dolphin gave the teddy bear to Susan. Finally they went home they were so happy.

- ✓ Provides some supporting details and an ending to the story
- ✓ Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical and spelling mistakes

TSA 2024 (At the Zoo) Exemplar 8

Good Performance

For Students With SEN



Today, I went to Happy Zoo. I went there by train AKA MTR first she see's some pandas. She feels excited.

Next, she gets lucky. She went to a dolphin show and she get's to pet a dolphin!

But her toy drops into to the water. she feels sad and starts to cry. Her dad said "It's Okey, will get you another one."

And the staff said "I can go get it!" so she did and manage to get the panda doll. She said "Thank you!" and they went back home and told her mum about the story.

END OF PAPER

- ✓ Provides some supporting details and an ending to the story
- ✓ Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical and spelling mistakes

TSA 2024 – My Favourite School Activity

3ERW3 P4

Students wrote a letter to her friend Ben about her favourite school activity.

Part 4

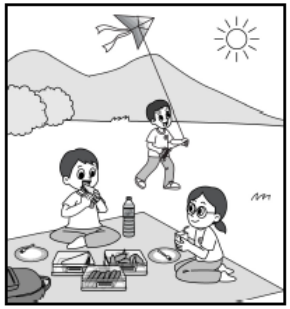
Sue is writing a letter to her friend Ben about her favourite school activity.

You are Sue. Write the letter in about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

- What is your favourite school activity?
- When is it?
- What can you see?
- What do you do?
- How do you feel? Why?

e.g. school picnic



e.g. Fun Day



Primary 3 Student Performances in TSA 2024
Writing Marking Scheme (My Favourite School Activity)

Education Bureau
Territory-wide System Assessment 2024
Primary 3 English Language
Reading and Writing
Marking Scheme

My Favourite School Activity

Part 4

Score Level	Content	Language
3	• The ideas/responses to the questions are relevant, some supporting details are given. • The ideas are clear and coherent.	• Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes **errors that do not affect comprehension*
2	• The ideas/responses to the questions are brief* and relevant to the questions. • The ideas are quite clear. * almost no supporting details	• Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes **OR** • Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes * *responds to the questions with basic and appropriate vocabulary and sentence patterns*
1	• The ideas/responses to the questions are very limited. **OR** • The ideas/responses are unclear or disconnected, which may confuse the reader. **OR** • Some ideas/responses to the questions are irrelevant.	• Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	• The ideas are totally irrelevant/incomprehensible. **OR** • The ideas/responses to the questions are just a repetition of the questions/prompts.	• The language is incomprehensible.
U	• No attempt is made (blank script)	• No attempt is made (blank script)

©HKEAA 2024

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Content**

Providing Relevant Ideas to the Questions

What is your favourite school activity?

- My favourite school activity is Fun Day.
- My favourite school activity is school picnic.

When is it?

- It is in spring.
- It was on 2nd June,2024.

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Content**

Providing Relevant Ideas to the Questions

What can you see?

- I can see kite and the sun.
- I can see many flowers and trees.

What do you do?

- We eat some food.
- I flew a kite.
- You can listen to people sing carlos and eat ice-cream.

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Content**

Providing Relevant Ideas to the Questions

How do you feel? Why?

- I am feel happy because I like eat the ckinese wings.
- I like Fun Day very much. I feel joyful.
- We can fly kite run and play. I love it.

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Language**

Using Vocabulary Related to the Topic

- (adjectives): happy, excited, fun
- (verbs): like, fly, eat, drink
- (nouns): kite, sun, park, classmates, teachers, food

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Language**

Using a Limited Range of Cohesive Devices

- I can eat food and fly a kite.
- I like watching people play the robots, and I also like to play the robot game too!
- I feel happy because I can play with my friends.
- I like happy because today is nice day.

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Language**

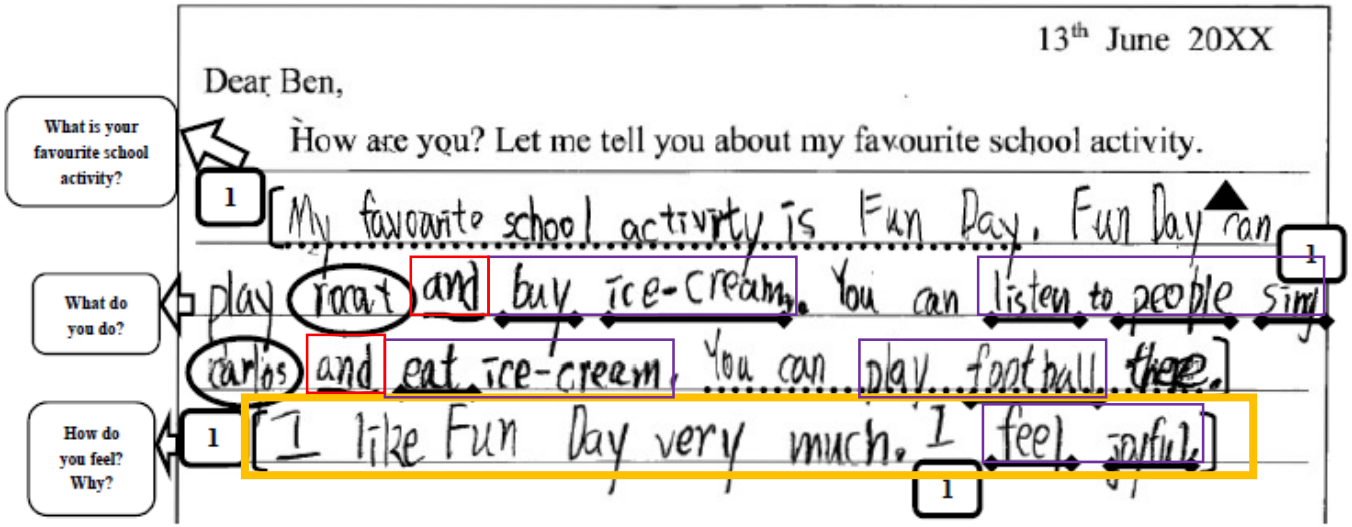
Providing Short and Simple Sentences

- My favourite school activity is school picnic.
- I can see a lot of trees.
- I flew a kite and ate some food.
- In the end, I went home.
- I feel very happy.

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – **Language**

- subject-verb disagreement (*e.g. I and Mum and Dad is happy.*)
- errors in tenses (*e.g. I can saw some birds.*)
- wrong capitalisation and punctuation marks (*e.g. I feel Happy.)*
- incorrect expressions (*e.g. Is on the first of May. I feel is happy.)*
- errors in the usage of prepositions, singular and plural nouns (*e.g. I can see a lot of tree.*)
- spelling mistakes on common words related to the topic (*e.g. badminton/bedminton, robot/robbot)*

TSA 2024 (My Favourite School Activity) Exemplar 9



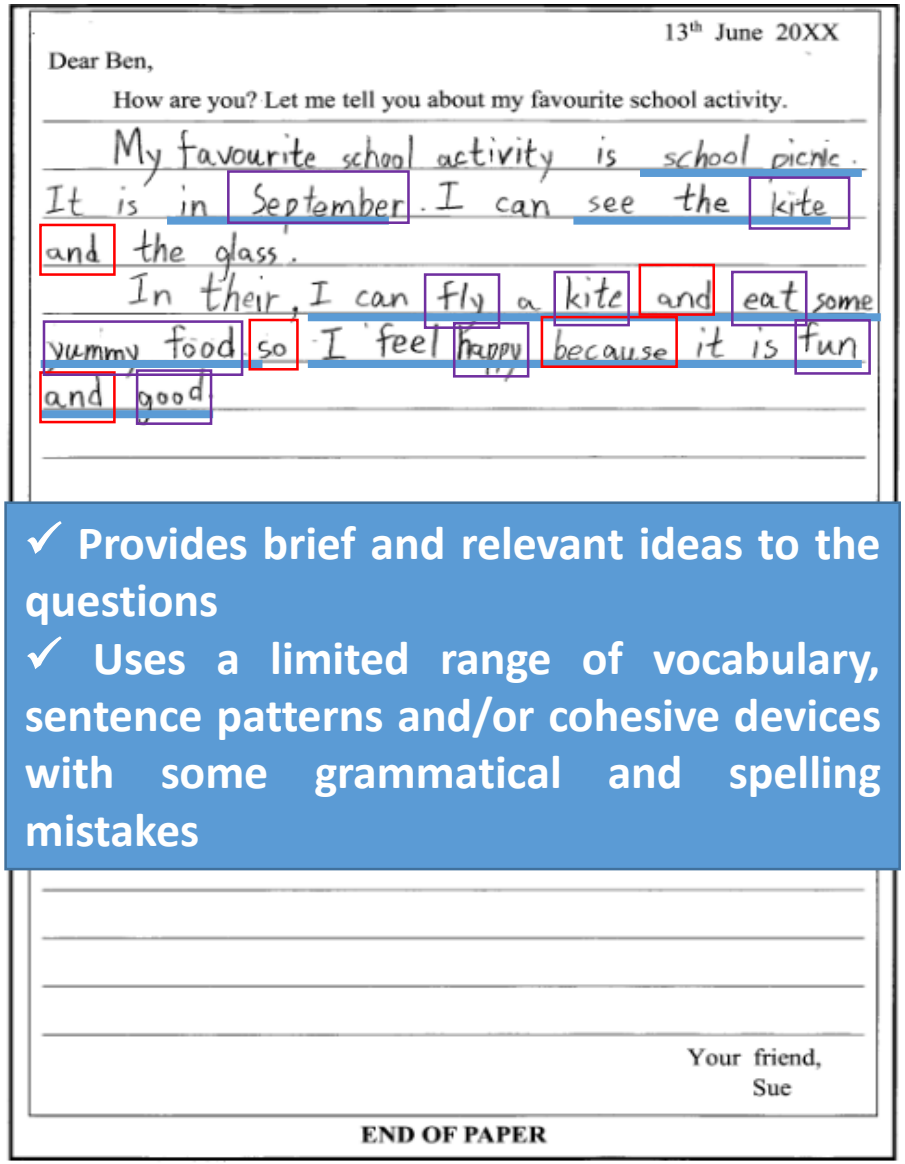
Content:

1 Provides brief and relevant ideas to the questions

Language:

- Uses a limited range of vocabulary: *buy, ice-cream, listen, people, sing, eat, football, feel, joyful*
- Writes short and simple sentences: *My favourite school activity is Fun Day. ... You can play football there.*
- Uses a limited range of cohesive devices: *and*
- Makes some grammatical mistakes: *Fun Day can play rocat and buy ice-cream.*
- Makes some spelling mistakes: *rocat (robot), carlos (carols)*

TSA 2024 (My Favourite School Activity) Exemplar 10



13th June 20XX

Dear Ben,

How are you? Let me tell you about my favourite school activity.

My favourite school activity is school picnic. It is in September. I can see the kite and the glass.

In their, I can fly a kite and eat some yummy food so I feel happy because it is fun and good

Your friend,
Sue

END OF PAPER

✓ Provides brief and relevant ideas to the questions

✓ Uses a limited range of vocabulary, sentence patterns and/or cohesive devices with some grammatical and spelling mistakes

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – Good Performance

Content

- ✓ providing relevant ideas to the questions with some supporting details
- ✓ clear and coherent ideas

Primary 3 Student Performances in TSA 2024
Writing (My Favourite School Activity) – Good Performance

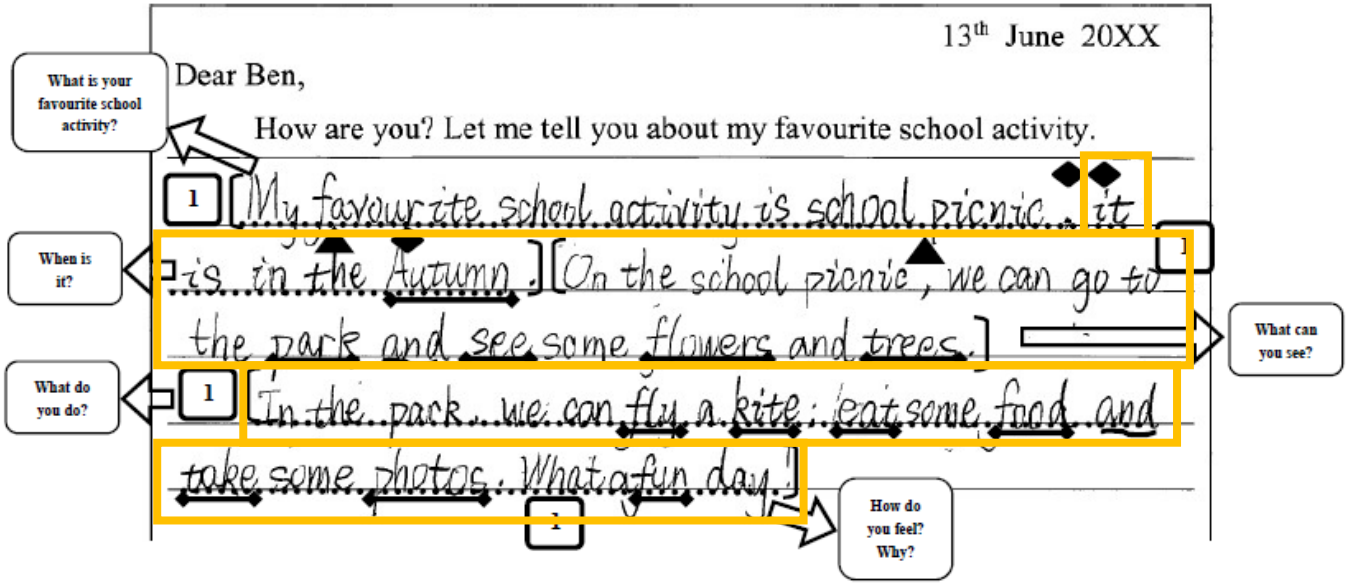
Language

- ✓ using a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor, few or no grammatical and spelling mistakes

TSA 2024 (My Favourite School Activity) Exemplar 11

For General Students

Good Performance



13th June 20XX

Dear Ben,

How are you? Let me tell you about my favourite school activity.

1 [My favourite school activity is school picnic. it is in the Autumn.] [On the school picnic, we can go to the park and see some flowers and trees.]

1 [In the park, we can fly a kite, eat some food and take some photos. What a fun day!]

1

What is your favourite school activity?

When is it?

What do you do?

What can you see?

How do you feel? Why?

Content:

1 Provides relevant ideas to the questions with some supporting details

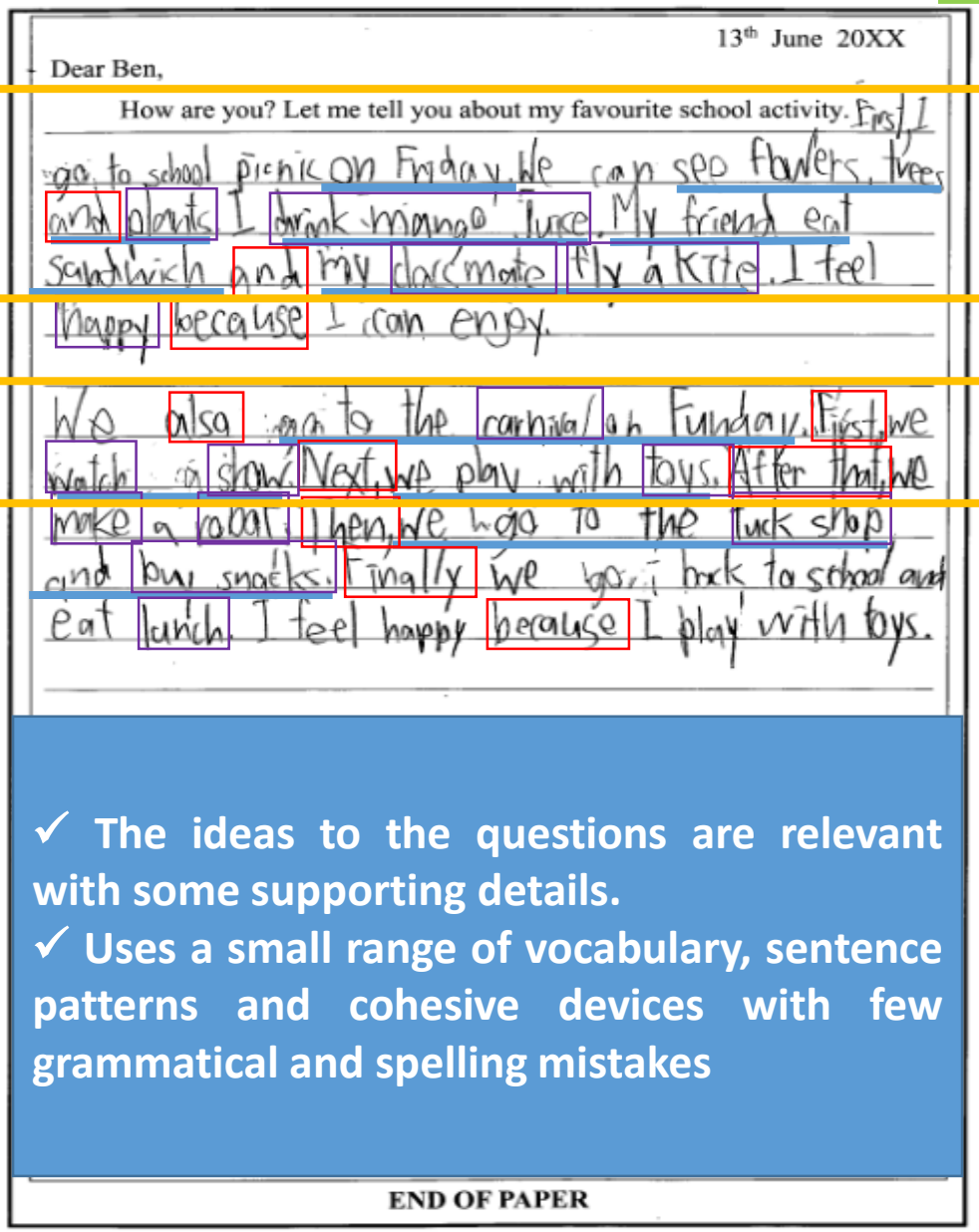
Language:

- Uses a small range of vocabulary: *Autumn, park, see, flowers, trees, fly, kite, eat, food, take, photos, fun*
- Uses a small range of sentence patterns: *My favourite school activity is school picnic, it is in the Autumn. ... In the park, we can fly a kite, eat some food and take some photos. What a fun day!*
- Uses a small range of cohesive devices: *and*
- Makes a few grammatical mistakes: *... it is in the Autumn. On the school picnic, we can go to the park...*
- Uses wrong capitalisation: *',' ('.'), it (It), Autumn (autumn)*

TSA 2024 (My Favourite School Activity) Exemplar 12

For NCS Students

Good Performance



13th June 20XX

Dear Ben,

How are you? Let me tell you about my favourite school activity. First, I go to school picnic on Friday. We can see flowers, trees and plants. I drink mango juice. My friend eat sandwich and my classmate fly a kite. I feel happy because I can enjoy.

We also go to the carnival on Sunday. First, we watch a show. Next, we play with toys. After that, we make a robot. Then, we go to the tuck shop and buy snacks. Finally we go back to school and eat lunch. I feel happy because I play with toys.

END OF PAPER

✓ The ideas to the questions are relevant with some supporting details.

✓ Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical and spelling mistakes

Performances of Primary 3 Students in Writing (2019,2023,2024)

For General Students

Strengths

Story Writing

- ✓ ideas – quite clear, brief and relevant
- ✓ an ending provided
- ✓ vocabulary related to the topic
- ✓ cohesive devices: *and, so, but*

Letter Writing & Personal Description (mind-map)

- ✓ relevant ideas
- ✓ cohesive devices : *and, also, too, because*
- ✓ vocabulary related to the topic

Weaknesses

- ✶ elaboration of ideas
- ✶ grammatical and spelling mistakes
- ✶ a limited range of vocabulary

Conclusion

For General Students

Performance of Participating Students in Writing : satisfactory

	For General Students	For more capable students
Content (Personal Description & Letter Writing)	✓brief and relevant ideas ✓almost no supporting details	✓clear and coherent ideas ✓some supporting details
Content (Story Writing)	✓a factual account of the story ✓description: quite clear ✓may or may not provide an ending	✓a factual account of the story ✓description: clear and coherent ✓with an ending to the story
Language (ALL)	✓a very limited range of vocabulary, sentence patterns and/or cohesive devices ✓common grammatical or spelling mistakes	✓a small range of vocabulary, sentence patterns and/or cohesive devices ✓minor, few or no grammatical or spelling mistakes

For NCS Students

Conclusion

Performance of NCS Students in Writing : very good

	For NCS Students
Content (Personal Description & Letter Writing)	✓quite clear → coherent ideas ✓with almost no → some supporting details
Content (Story Writing)	✓a factual account of the story ✓description: quite clear → coherent ✓ no ending to the story → an ending to the story
Language (ALL)	✓a limited range → small range of vocabulary, sentence patterns and/or cohesive devices ✓common grammatical or spelling mistakes → minor, few grammatical or spelling mistakes

Conclusion

Students With SEN in Writing : room for improvement

	For Students With SEN
Content (Personal Description & Letter Writing)	✓unclear/limited → brief and relevant ideas ✓with almost no → some supporting details
Content (Story Writing)	✓limited ideas → a factual account of the story ✓unclear/disconnected story → a clear description ✓no ending to the story → an ending to the story
Language (ALL)	✓a very limited range → limited range of vocabulary, sentence patterns and/or cohesive devices ✓common grammatical or spelling mistakes → awareness of spotting out their own mistakes

Conclusion

Suggestions for Follow-up in Learning and Teaching

- expose students to a wider variety of vocabulary
- expand their vocabulary bank
- expand on the prompts provided and elaborate on their ideas

e.g. 3ERW2 Picture Writing (*At the Zoo)*

Picture	👍	👍👍
1 (Beginning) 	My dad and I go to the happy zoo.	Last Sunday, my dad and I go to the Happy Zoo. The zoo is big! … …
4 (Ending) 	The dolphin help her and she was happy.	The dolphin takes the doll to Susan. She says, 'Thank you, dolphin!' Susan is happy. After that, they go home. They feel luckly today.

Conclusion

Suggestions for Follow-up in Learning and Teaching

- increase students' awareness of possible grammatical and spelling mistakes – establish **a habit of peer editing**

e.g. 3ERW1 Personal Description *(My Favourite Family Time At Weekends)*

☹	☺
We goes to home.	After he/she/it → '*s*' / '*es*' After I/We/You/They → no '*s*' / '*es*'
We play a games together.	Use **singular/plural form**?

Primary 3
English Language – Reading

TSA 2024 Primary 3 (Reading)

Basic Competency Descriptor
Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

Primary 3 Student Performances in TSA 2024

Reading

Students achieving basic competence were able to:

- recognise key words on familiar topics / related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the causal relationship of ideas
- understand the connection of ideas in advertisements
- understand the connection of ideas by following pronoun references in a story and notes
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

TSA 2024
Primary 3 English Language – Reading

Reading Tasks:

- ***Music Classes (advertisement)***
- ***Four Jobs (notes)***
- ***Billy Saves the Dolphin (story)***
- ***Sports Classes (advertisement)***
- ***Four Seasons (notes)***
- ***A Big Kiss (story)***

Primary 3 Student Performances in TSA 2024
Reading

Strengths

✓ key words: e.g. *feelings, places, colours, time*

✓ connection between ideas: e.g. *and, but, because*

✓ pronoun references: e.g. *they*

Weaknesses

✶ unfamiliar words: *'down', 'huge'*

✶ pronoun references: e.g. *them*

2024 P3 Exemplar Items (Reading)

Basic Competency Descriptor	Question Intents	Items
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	Key words	3ERW1/2 P1 Q1 3ERW1 P2 Q6 3ERW1/3 P3 Q7 3ERW2 P3 Q2 3ERW2 P3 Q3

2024 P3 Exemplar Items (Reading)

Basic Competency Descriptor	Question Intents	Items
L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	Connection between ideas	3ERW1/2 P1 Q4 3ERW1 P2 Q3 3ERW1 P3 Q1 3ERW2 P3 Q7 3ERW1/3 P3 Q2
	Unfamiliar words	3ERW2 P3 Q6 3ERW1 P3 Q5

Primary 3 Student Performances in TSA 2024 Reading

Recognising Key Words
• on familiar topics • on topics related to daily life experiences

For General Students

Key Words

Related to Daily Life Experiences: 'Time'

3ERW1/2 P1 Q1

Joe is reading an advertisement for music classes.
Read the advertisement.

Happy Music School

Dates: 1st August - 31st August
Time: 2 pm - 4 pm

Piano Class $600
Mondays
Age: 5-10

Teacher: Miss Lee

Violin Class $500
Wednesdays
Age: 7-15

Teacher: Mr Chan

Drum Class $300
Thursdays
Age: 12-16

Teacher: Mr Wong

Singing Class $250
Fridays
Age: 8-12

Teacher: Miss Lee

Come and join us!
Call Miss Ho on 2076 4396.

1. The music classes start at _____.

● A. 2 pm
○ B. 4 pm
○ C. 5 pm
○ D. 7 pm

Students were able to recognise '2 pm' in the advertisement.

Key Words

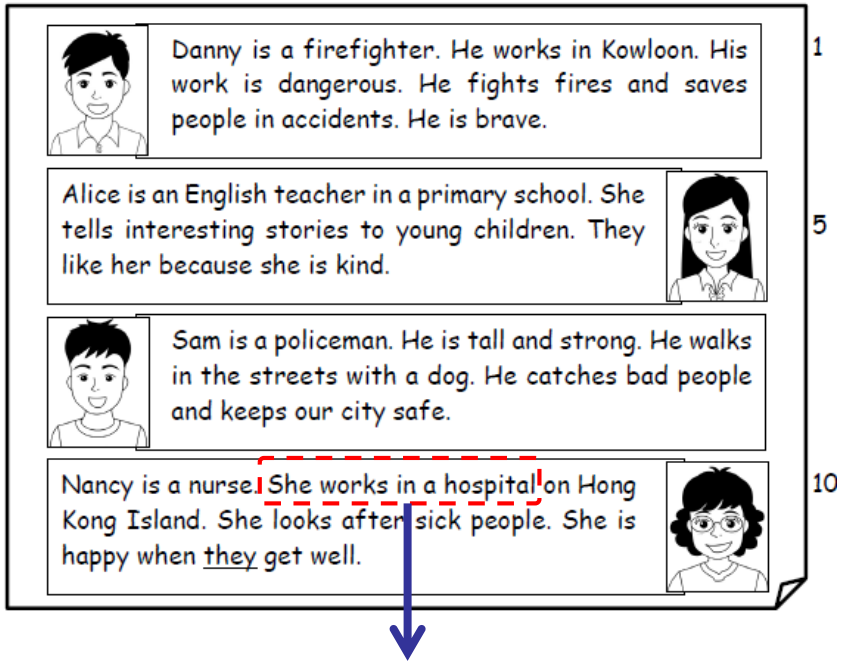
Familiar Topics: 'places'

3ERW1 P2 Q6

Part 2

Joe is writing some notes about jobs.

Read the notes.



6. Nancy works in _____.



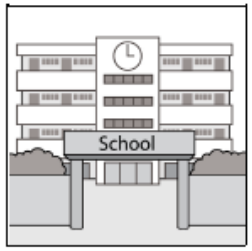
○ A.



○ B.



● C.



○ D.

Students were able to recognise 'in a hospital' in the notes.

Key Words

Familiar Topics: 'colours'

3ERW1/3 P3 Q7

Joe is reading a story.

Read the story.



Billy Saves the Dolphins



Billy works at a beach. He sells toys, swimsuits and sunglasses, but not food. Many people go to the beach. Their favourite activity is watching dolphins.

Some pink dolphins like to swim close to the beach. When they are near, the people there are very happy. Some people follow the dolphins with boats. But the boats sometimes hit them. The dolphins swim far away because they do not feel safe.

Billy is sad. He wants to help the dolphins. He makes a huge rubber duck. The size is very large. He also makes three small rubber ducks. He paints their bodies yellow and their tails red and green. Then he pulls them out to the sea.

The ducks are cute. Many people come to take photos of the ducks. They feel excited and forget about the dolphins. The dolphins are now safe. Billy is happy.

7. The bodies of the rubber ducks are _____.

1

○ A. green ○ B. pink

○ C. red ● D. yellow

Students were able to recognise 'bodies' and 'yellow' in the story.

Key Words

Familiar Topics: 'country names'

3ERW2 P3 Q2



A Big Kiss



Today is Lisa's birthday. Lisa is sad because no one remembers her birthday. Her parents are busy. Mum does the housework all morning. Dad works in many places like Canada, France and Korea. Now, he works in Japan.

At noon, Mum asks Lisa to go to buy eggs and fruit. When she gets back home, she sees her friends. They wear party hats and hold balloons. There are birthday cards, sandwiches and drinks on the table, but there is no cake.

Then, Lisa's friends sing a birthday song to her. They also give her gifts. But she feels down. She misses Dad and starts to cry.

The doorbell rings. Lisa opens the door. She gets a birthday cake from a man. The man wears sunglasses and a mask. He then takes them off. Lisa shouts, "It's Dad!" She gives him a big kiss. Everyone claps happily.

2. Dad works in _____ now.

- ○ A. Canada
- ○ B. France
- ● C. Japan
- ○ D. Korea

A, B & D: Students might have overlooked 'now' in the question / might have missed 'Japan' and were possibly distracted by 'Canada', 'France' or 'Korea' in the story.

C: Students were able to recognise 'Now' and 'Japan' in the story.

For General Students

Key Words

Related to Daily Life Experiences: 'objects'

3ERW2 P3 Q3



A Big Kiss



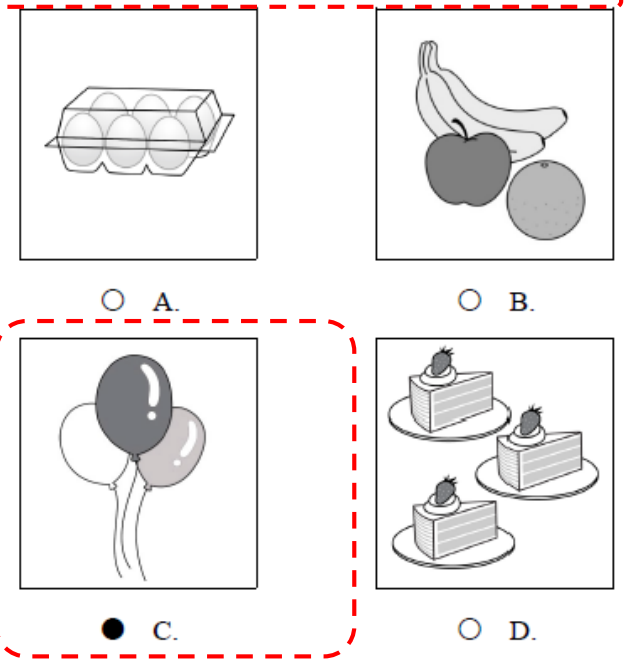
Today is Lisa's birthday. Lisa is sad because no one remembers her birthday. Her parents are busy. Mum does the housework all morning. Dad works in many places like Canada, France and Korea. Now, he works in Japan.

At noon, Mum asks Lisa to go to buy eggs and fruit. When she gets back home, she sees her friends. They wear party hats and hold balloons. There are birthday cards, sandwiches and drinks on the table, but there is no cake.

Then, Lisa's friends sing a birthday song to her. They also give her gifts. But she feels down. She misses Dad and starts to cry.

The doorbell rings. Lisa opens the door. She gets a birthday cake from a man. The man wears sunglasses and a mask. He then takes them off. Lisa shouts, "It's Dad!" She gives him a big kiss. Everyone claps happily.

3. Lisa's friends hold _____ in their hands.



A & D: Students might have missed 'balloons' and were possibly distracted by 'eggs' or 'cake' in the story.

C: Students were able to recognise 'hold balloons' in the story.

Primary 3 Student Performances in TSA 2024

Reading

Understanding the Connection between Ideas
• using cohesive devices • understand the causal relationship of ideas

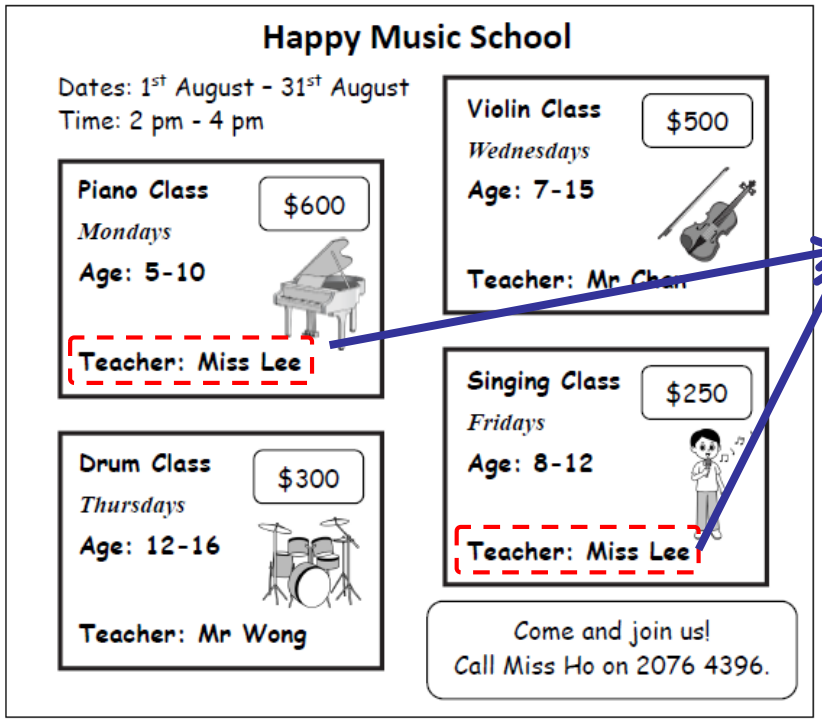
For General Students

Connection between Ideas

cohesive devices: 'and'

3ERW1/2 P1 Q4

Joe is reading an advertisement for music classes.
Read the advertisement.



4. Who teaches two classes?

- ● A. Miss Lee
- ○ B. Mr Chan
- ○ C. Miss Ho
- ○ D. Mr Wong

Students were able to understand the connection of two pieces of information in the advertisement.

For General Students

Connection between Ideas

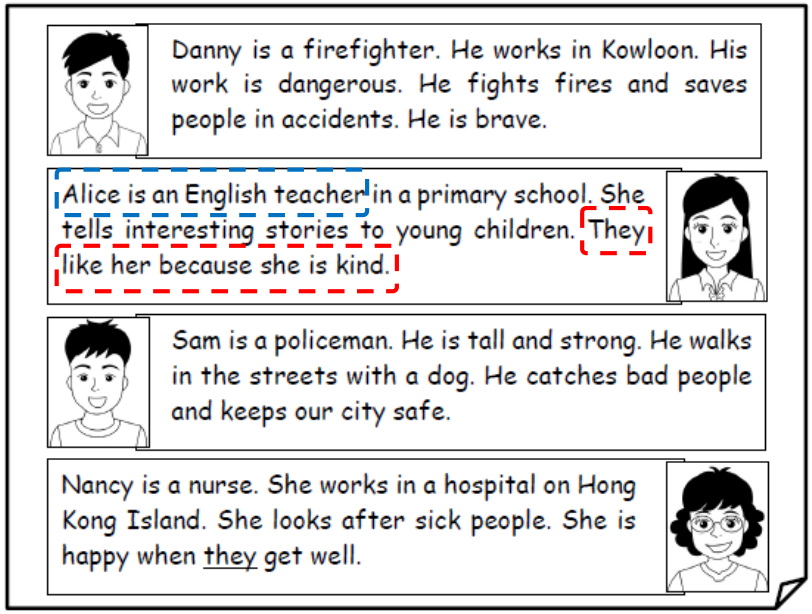
cohesive devices: 'because'

3ERW1 P2 Q3

Part 2

Joe is writing some notes about jobs.

Read the notes.



1

3. Why do the children like Alice?

● A. She is kind.
○ B. She teaches English.
○ C. She is strong.
○ D. She saves people.

5

10

Students were able to understand the connection of ideas linked by 'because' in the notes.

For General Students

Connection between Ideas

cohesive devices: 'but'

3ERW1/3 P3 Q1

Joe is reading a story.

Read the story.



Billy Saves the Dolphins



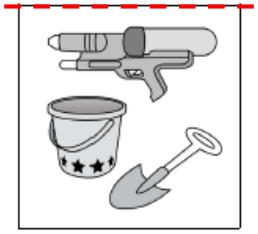
Billy works at a beach. He sells toys, swimsuits and sunglasses, but not food. Many people go to the beach. Their favourite activity is watching dolphins.

Some pink dolphins like to swim close to the beach. When they are near, the people there are very happy. Some people follow the dolphins with boats. But the boats sometimes hit them. The dolphins swim far away because they do not feel safe.

Billy is sad. He wants to help the dolphins. He makes a huge rubber duck. The size is very large. He also makes three small rubber ducks. He paints their bodies yellow and their tails red and green. Then he pulls them out to the sea.

The ducks are cute. Many people come to take photos of the ducks. They feel excited and forget about the dolphins. The dolphins are now safe. Billy is happy.

1. Billy does not sell _____.



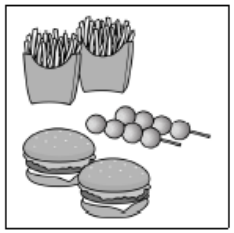
○ A.



○ B.



○ C.



● D.

A: Students might have missed 'but not food' / were possibly distracted by 'toys' / might not have been able to follow the development of the story.

D: Students were able to understand the connection of ideas contrasted by 'but' in the story.

Primary 3 Student Performances in TSA 2024

Reading

Understanding the Connection between Ideas
• by following pronoun references in a story and the notes

Connection between Ideas

Following Pronoun References in a Story: 'they'

3ERW1/3 P3 Q2

Joe is reading a story.

Read the story.



Billy Saves the Dolphins



Billy works at a beach. He sells toys, swimsuits and sunglasses, but not food. Many people go to the beach. Their favourite activity is watching dolphins.

Some pink dolphins like to swim close to the beach. When they are near, the people there are very happy. Some people follow the dolphins with boats. But the boats sometimes hit them. The dolphins swim far away because they do not feel safe.

Billy is sad. He wants to help the dolphins. He makes a huge rubber duck. The size is very large. He also makes three small rubber ducks. He paints their bodies yellow and their tails red and green. Then he pulls them out to the sea.

The ducks are cute. Many people come to take photos of the ducks. They feel excited and forget about the dolphins. The dolphins are now safe. Billy is happy.

2. Read line 6. The word 'they' refers to _____.

- ○ A. the toys
- ○ B. the people
- ● C. the pink dolphins
- ○ D. the rubber ducks

C: Students understood that 'they' refers to 'the pink dolphins' in the story.

B: Students might have misinterpreted 'they' as 'the people' in the story.

D: Students might have misinterpreted 'they' as 'the rubber ducks' in the story.

Students with Good Performance

For General Students

3ERW2 P3 Q7

Connection between Ideas

Following Pronoun References in a Story: 'them'

A Big Kiss

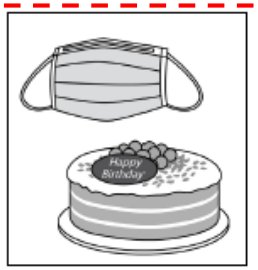
Today is Lisa's birthday. Lisa is sad because no one remembers her birthday. Her parents are busy. Mum does the housework all morning. Dad works in many places like Canada, France and Korea. Now, he works in Japan.

At noon, Mum asks Lisa to go to buy eggs and fruit. When she gets back home, she sees her friends. They wear party hats and hold balloons. There are birthday cards, sandwiches and drinks on the table, but there is no cake.

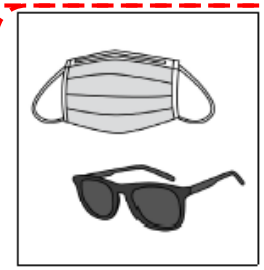
Then, Lisa's friends sing a birthday song to her. They also give her gifts. But she feels down. She misses Dad and starts to cry.

The doorbell rings. Lisa opens the door. She gets a birthday cake from a man. The man wears sunglasses and a mask. He then takes them off. Lisa shouts, "It's Dad!" She gives him a big kiss. Everyone claps happily.

7. Read line 15. The word 'them' refers to _____.



○ A.



● B.



○ C.



○ D.

B: Students understood that 'them' refers to 'sunglasses and a mask' in the story.

C: Students might have missed 'a mask' and 'sunglasses' and were possibly distracted by 'party hats' and 'a birthday cake' in the story.

Primary 3 Student Performances in TSA 2024 Reading

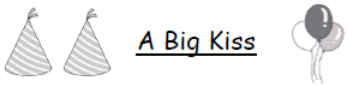
Predicting the Meaning of Unfamiliar Words
• with the help of contextual clues and pictorial cues

For General Students

Unfamiliar Words:

The word 'down'

3ERW2 P3 Q6



A Big Kiss

Today is Lisa's birthday. Lisa is sad because no one remembers her birthday. Her parents are busy. Mum does the housework all morning. Dad works in many places like Canada, France and Korea. Now, he works in Japan.

At noon, Mum asks Lisa to go to buy eggs and fruit. When she gets back home, she sees her friends. They wear party hats and hold balloons. There are birthday cards, sandwiches and drinks on the table.

Then, Lisa's friends sing a birthday song to her. They also give her gifts. But she feels down. She misses Dad and starts to cry.

The doorbell rings. Lisa opens the door. She gets a birthday cake from a man. The man wears sunglasses and a mask. He then takes them off. Lisa shouts, "It's Dad!" She gives him a big kiss. Everyone claps happily.

Contextual clue

6. Read line 11. The word 'down' means _____.

- ○ A. busy
- ○ B. happy
- ○ C. hungry
- ● D. sad

D: Students were able to understand the meaning of the unfamiliar word 'down' by using the contextual clue 'She misses Dad and starts to cry' in lines 11-12.

B:

- ✶ **might have missed the contextual clues 'She misses Dad and starts to cry' in lines 11-12**
- ✶ **might have picked up the word 'happily' and misinterpreted 'she looks down' as 'Lisa felt happy'**
- ✶ **might not have been able to follow the development of the story**

Students with Good Performance

For General Students

3ERW1/3 P3 Q5

Unfamiliar Words:

The word 'huge'

Joe is reading a story.

Read the story.



Billy Saves the Dolphins



Billy works at a beach. He sells toys, swimsuits and sunglasses, but not food. Many people go to the beach. Their favourite activity is watching dolphins.

Some pink dolphins like to swim close to the beach. When they are near, the people there are very happy. Some people follow the dolphins with boats. But the boats sometimes hit them. The dolphins swim far away because they do not feel safe.

Billy is sad. He wants to help the dolphins. He makes a huge rubber duck. The size is very large. He also makes three small rubber ducks. He paints their bodies yellow and their tails red and green. Then he pulls them out to the sea.

The ducks are cute. Many people come to take photos of the ducks. They feel excited and forget about the dolphins. The dolphins are now safe. Billy is happy.

5. Read line 11. The word 'huge' means very _____.

- ● A. big
- ○ B. heavy
- ○ C. small
- ○ D. strong

A: Students were able to understand the meaning of the unfamiliar word 'huge' by using the contextual clue 'The size is very large' in line 11.

B & C:

✶ might have missed the contextual clues 'The size is very large' in line 11

B:

✶ might not have been able to follow the development of the story

✶ might have guessed the answer

C:

✶ possibly distracted by 'small'

Performances of Primary 3 Students in Reading (2019,2023,2024)

For General Students

Strengths

- ✓ key words: e.g. *time, subjects, pets, public transport, places, colours*
- ✓ connection between ideas: e.g. *and, too, but*
- ✓ connection between ideas in *menus, notes and advertisements*
- ✓ pronoun references in *letters and stories*

Weaknesses

✶ unfamiliar words – *unstable performance* (*contextual clues and pictorial cues)

Conclusion

Participating Students With SEN in Reading: room for improvement

- ✓ able to understand the connection between ideas when the ideas were linked by ‘and’, ‘but’ and ‘because’
- ✶ need further improvement:
  - ✶ to recognise key words and understand the connection of ideas in advertisements, notes and stories
  - ✶ to follow pronoun references
  - ✶ to predict the meaning of unfamiliar words with contextual clues

Conclusion

Performance of Participating Students in Reading: good

- ✓ able to recognise key words and understand the connection of ideas in advertisements, notes and stories
- ✓ able to understand the connection between ideas when the ideas were linked by ‘and’, ‘but’ and ‘because’
- ✓ able to understand the connection of ideas by following pronoun references in notes and stories
- ✓ able to predict the meaning of unfamiliar words with contextual clues

Conclusion

Performance of Participating Students in Reading: good

- ✓ able to recognise key words and understand the connection of ideas in advertisements, notes and stories
- ✓ able to understand the connection between ideas when the ideas were linked by ‘and’, ‘but’ and ‘because’
- ✶ The performance of students in predicting unfamiliar words was unstable

Suggestions for Follow-up in Learning and Teaching

- ➢ teach students how to follow pronoun reference in continuous prose (e.g. stories)
- ➢ teach students to look for contextual clues and pictorial cues to work out the meaning of unfamiliar words

TSA Report, Question Papers and Marking Schemes

https://www.bca.hkeaa.edu.hk



THANK YOU!

Learning and Teaching Support Sharing

TSA 2024 Thematic Seminar on Students' Overall Performance – Feedback Survey



2024年全港性系統評估 (一般學生、非華語學生及特殊教育需要學生整體表現) 專題講座意見調查 Thematic Seminar "Territory-wide System Assessment (TSA) 2024 (Overall Performance of General Students, NCS and SEN Students)" Feedback Survey

Page 1 of 1

香港考試及評核局 教育評核服務部
Hong Kong Examinations and Assessment Authority
Education Assessment Services Division

2024年全港性系統評估
(一般學生、非華語學生及特殊教育需要學生整體表現)
專題講座
Thematic Seminar
Territory-wide System Assessment (TSA) 2024
(Overall Performance of General Students, NCS and SEN Students)

意見調查
Feedback Survey

科目年級 Subject Level :

- ○ 小學二年級中國語文科 Primary 2 Chinese Language
- ○ 小學三年級英國語文科 Primary 3 English Language
- ○ 小學三年級數學科 Primary 3 Mathematics
- ○ 中學三年級中國語文科 Secondary 3 Chinese Language
- ○ 中學三年級英國語文科 Secondary 3 English Language

Link for Feedback Survey
http://esurvey.hkeaa.edu.hk/TakeSurvey.aspx?SurveyID=7l037o42

Question and Answer Session