香港考試及評核局
Hong Kong Examinations and Assessment Authority

ASSESSMENT FOR LEARNING: TERRITORY - WIDE SYSTEM ASSESSMENT 2024

SECONDARY 3 ENGLISH



TSA

Ms. Crystal Kwok
Education Assessment Services Division

13th December, 2024

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 materials. These materials will also be uploaded to the WLTS website for reference by the end of December 2024.

Thank you for your support.

Time	Rundown	Speaker(s)
1:45 pm to 2:00 pm	**Registration**	
2:00pm to 3:15 pm	Overview of TSA 2024	**Ms KWOK Lee Lan, Crystal** **Manager** **Education Assessment Services Division** **Hong Kong Examinations and Assessment Authority**
	Overall Performance of General Students, SEN and NCS Students in TSA 2024 Secondary 3 English Language	
3:15 pm to 3:30 pm	**Break**	
3:30 pm to 4:45 pm	Overall Performance of General Students, SEN and NCS Students in TSA 2024 Secondary 3 English Language	**Ms KWOK Lee Lan, Crystal** **Manager** **Education Assessment Services Division** **Hong Kong Examinations and Assessment Authority**
	Learning and Teaching Support Sharing	**Ms Iris HUNG, CDO(E)7** **English Language Education Section** **Ms Pearl KOAH, SCDO(LLS/E)8** **Ms Vivian FUNG, PO(LLS/E)9** **Language Learning Support Section**
4:45 pm to 5:00 pm	**Question and Answer Session**	

Overview

- **Assessment Design**
- **School Reports**
- **Interactive Reporting Platforms**

- TSA Results 2019, 2023 & 2024
- S3 Student Performances in 2024

- **Listening**
  - Strengths
  - Weaknesses
  - Examples from the papers
  - Conclusions

- **Reading**
  - Strengths
  - Weaknesses
  - Examples from the papers
  - Conclusions

- **Writing**
  - Strengths
  - Weaknesses
  - Exemplars
  - Common Mistakes
  - Conclusions

- **Speaking**
  - Strengths
  - Weaknesses
  - Conclusions

Assessment Design

- the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 3 (Secondary 3)*
- the *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3)* (CDC, 2018)
- the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017)

SEN Students

- Based on the principle of equal opportunities, some students may require special arrangements to be made by schools to enable them to demonstrate their achievements in learning in examinations.

- The HKEAA will make corresponding arrangements in assessment administration for schools which have selected special arrangements “WS0”, “WS4”, “WS6”, “WS7” in order to facilitate students to complete the assessments.

Special Arrangements for Students with SEN

Categories for Selection	
WS0	Exemption from the Oral Assessments
WS3	Exemption from the Whole Assessment
WS4	Exemption from the Listening and CAV Assessments
WS6	Using A3 QA Booklets
WS7	Taking Assessments Separately, Time Extension, Supervised Break and/or Using Auxiliary Equipment

"Special Arrangements for Internal Examinations for Students with Special Educational Needs" website:

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/supporting-resources/SpecialExamArrangement_20181210_en.pdf

TSA Reports

Report	Content
I. Existing Version **II. Simplified Version** • **School Report** • **Item Analysis Report (sorted by Sub-Papers)** • **Item Analysis Report (sorted by BC)**	➢ Performances of students in Chinese Language, English Language and Mathematics ➢ Performances of students in each sub-paper (PDF and Excel files available) ➢ Performances of students in each Basic Competency (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 and school percentages)
V. School Report for Non-Chinese Speaking Students **VI. School Report for Students with Special Education Needs**	➢ Schools with five or more than five non-Chinese speaking (NCS) students / students with special education needs (SEN) taking part in the TSA can download the report from the BCA website
TSA 2024 Report	➢ Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics *https://www.bca.hkeaa.edu.hk*
Online Interactive Reports	➢ Teachers can log in to the system to browse the item data, items of individual sub-papers and marking schemes

Online Item Analysis Report

Teacher Account - Secondary

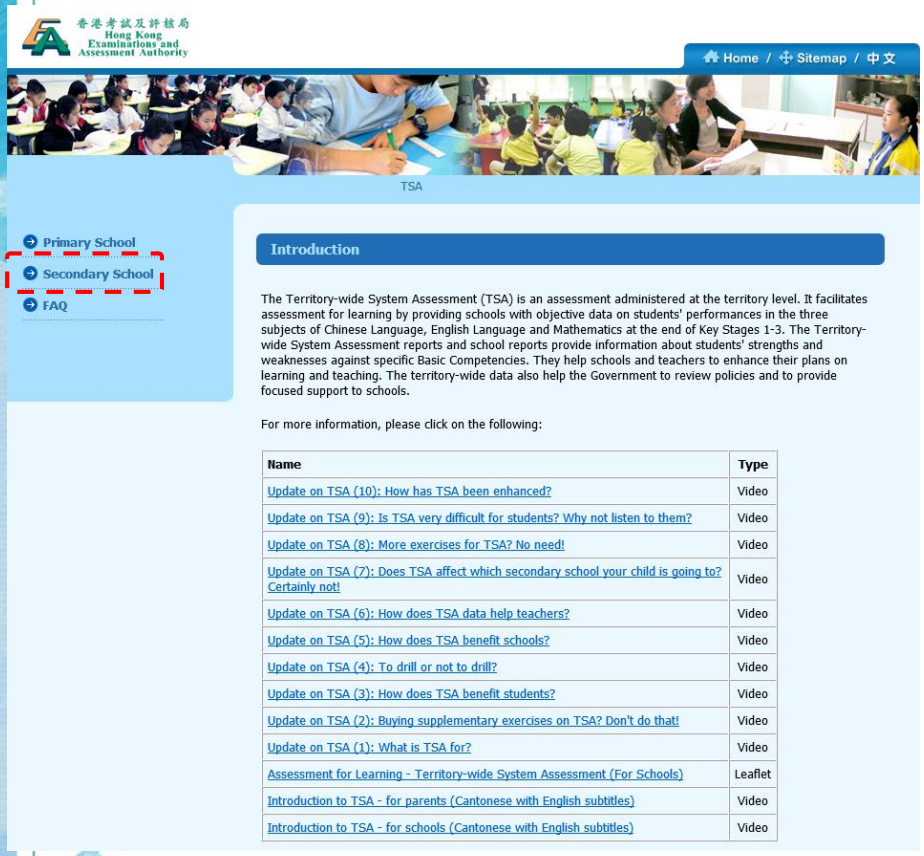
Online Item Analysis Report – Teacher User Guide

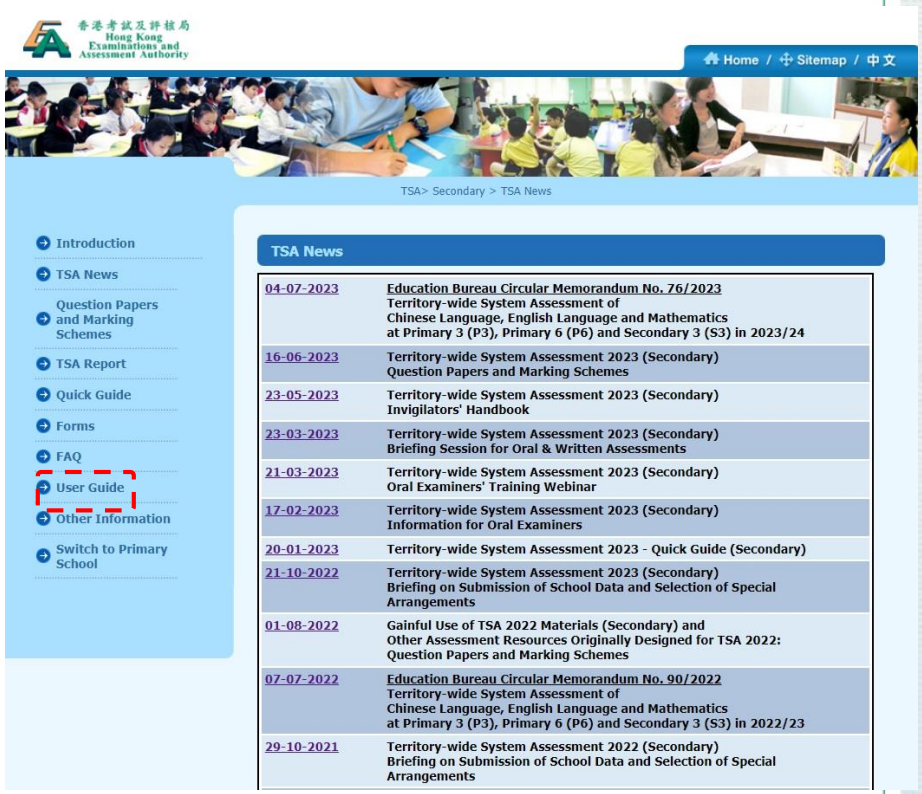
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Hong Kong Examinations and Assessment Authority

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



Online Item Analysis Report – Teacher User Guide





Online Item Analysis Report – Teacher User Guide

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Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文



TSA> Secondary > User Guide

- Introduction
- TSA News
- Question Papers and Marking Schemes
- TSA Report
- Quick Guide
- Forms
- FAQ
- User Guide
- Other Information
- Switch to Primary School

User Guide

The HKEAA provides the following "User Guides" to school users:

1. User Guide for School Administrator

   The "User Guide for School Administrator" provides schools with information on school administration, e.g. uploading student data by batch, nominating Assessment Administration Supervisors, etc.

2. Online Item Analysis (OIA) Report - Management User Guide

   The "Online Item Analysis (OIA) Report - Management User Guide" provides information on how to create and manage teacher user accounts.

3. Online Item Analysis (OIA) Report - Teacher User Guide

   The "Online Item Analysis (OIA) Report - Teacher User Guide" provides information on viewing the online IA report.

4. Manual for the 3 Years' Performance in the Online Item Analysis Report

   The "Manual for the 3 Years' Performance in the Online Item Analysis Report" provides information on viewing the 3 Years' Performance in the online IA report.

香港考試及評核局
Hong Kong Examinations and Assessment Authority

Please make copies of this guide and distribute to teacher users

Territory-wide System Assessment (TSA)

Online Item Analysis (OIA) Report – Teacher User Guide

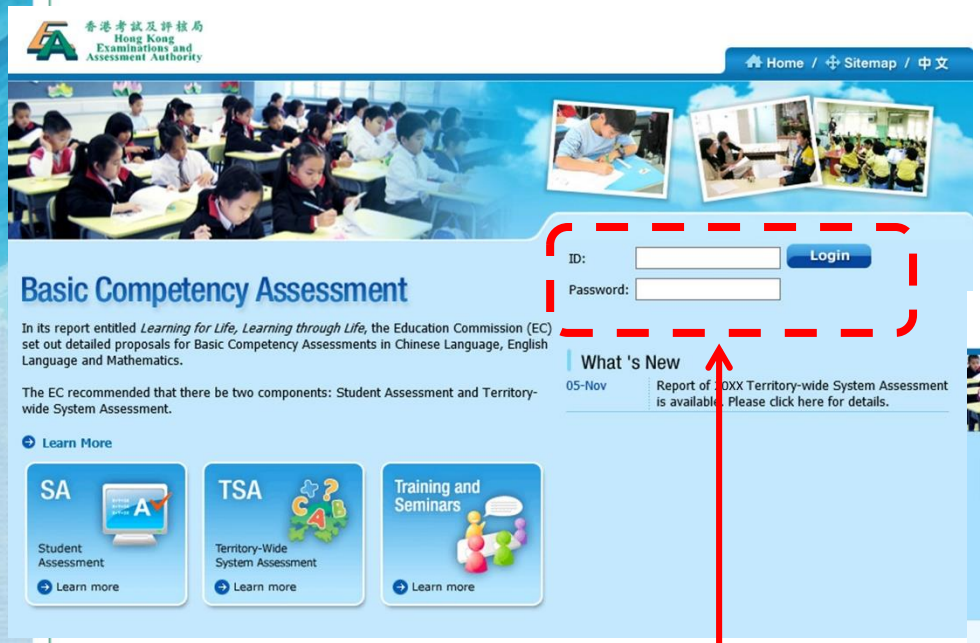
Introduction

Starting from 2014, upon the release of the TSA results, a letter will be sent to each school with information about 'Management User Account of the Online Item Analysis Report'. The Principal can delegate a staff member as Management User to create and manage accounts for teacher users.

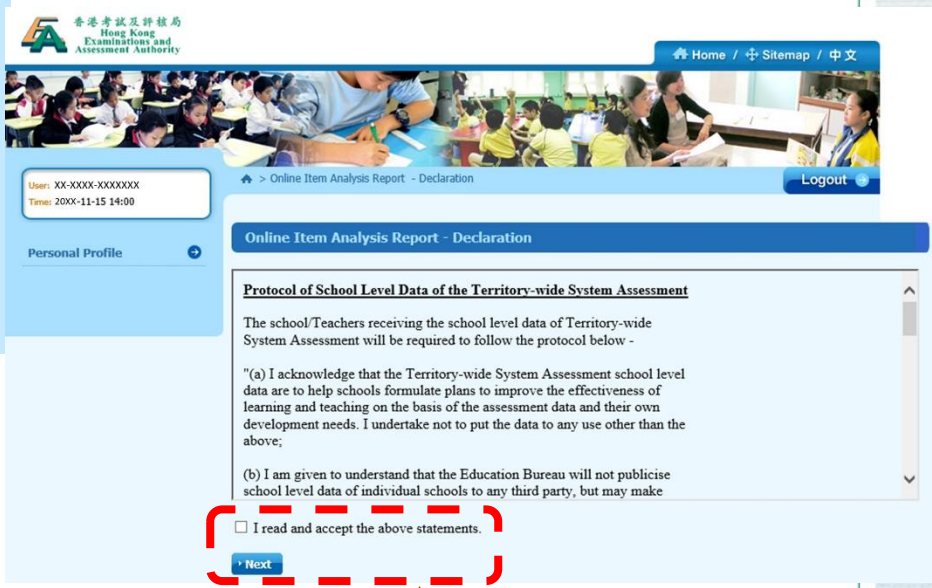
In order to facilitate data analysis by the school and to meet the teaching needs, the principal can assign privileges to relevant teachers / panel chair-persons (teacher users) to view one or more than one subject level. Teacher users can view the Online Item Analysis Report at the BCA website (www.bca.hkeaa.edu.hk) using their teacher user account. Teacher users can view the online IA report from the date of the TSA result release of the current year until 30 June next year.

Teacher users can study the instructions on the operation of the teacher account in this User Guide.

Online Item Analysis Report

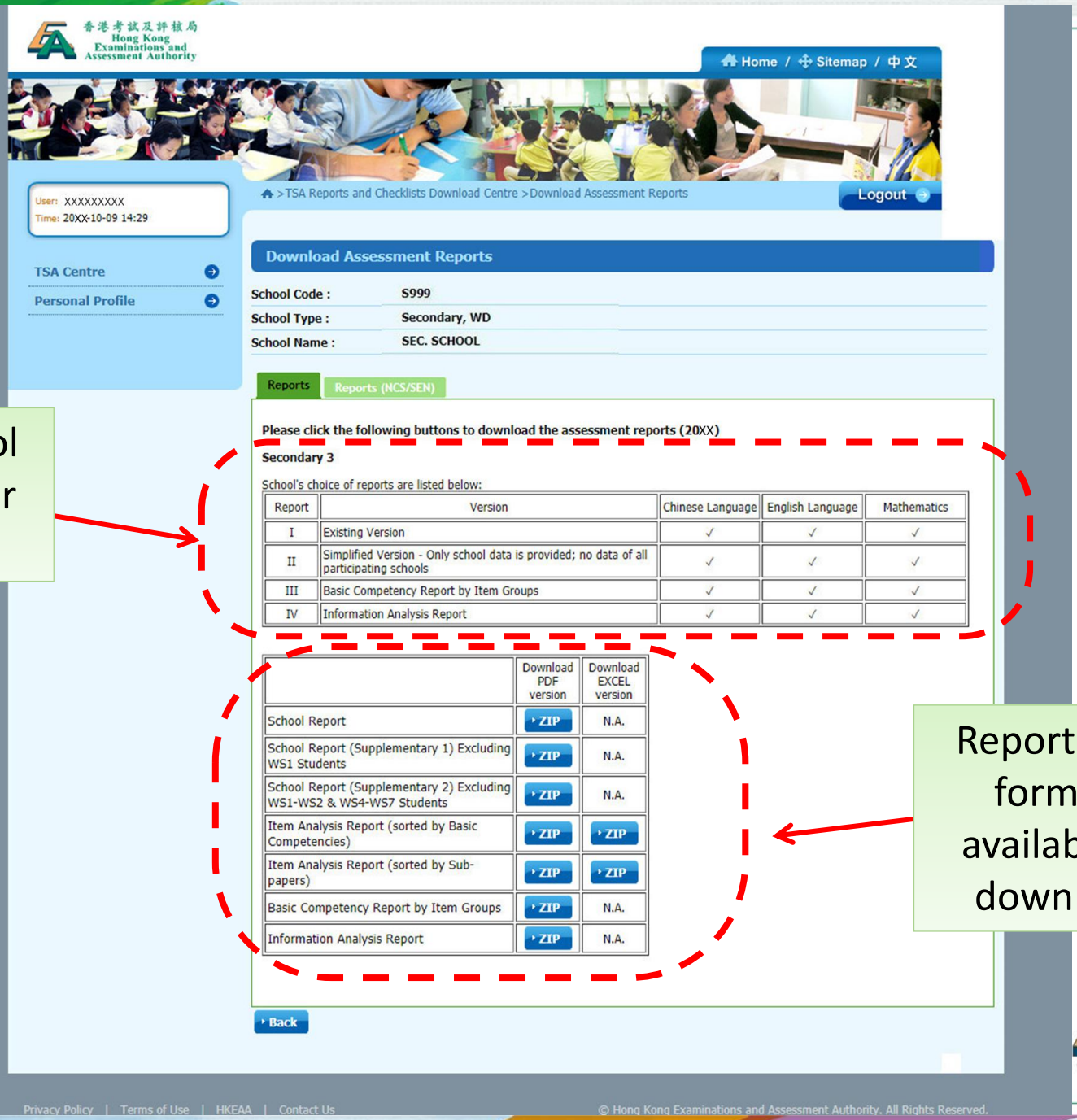


Login and Update Password



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

Reports school has chosen for each subject

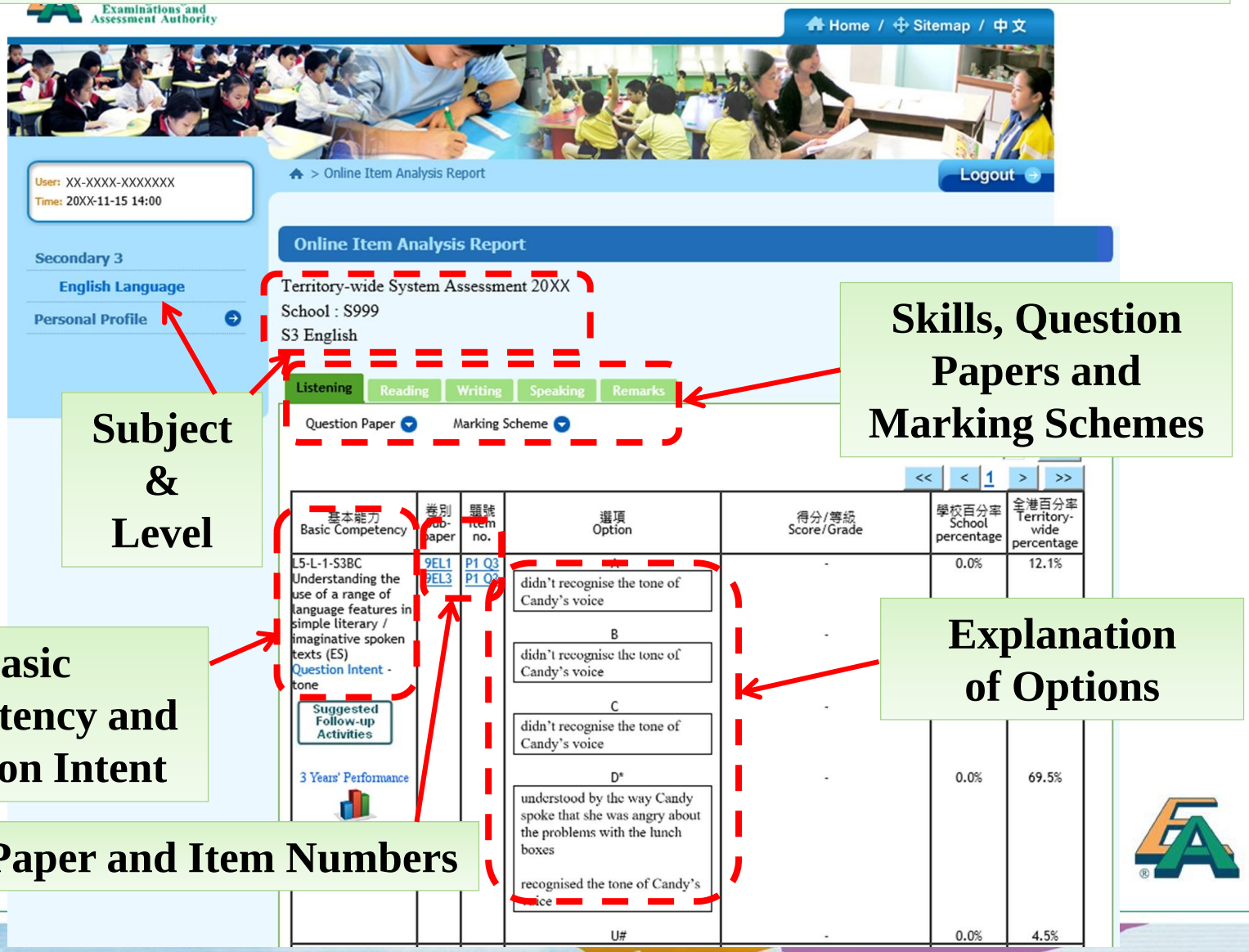


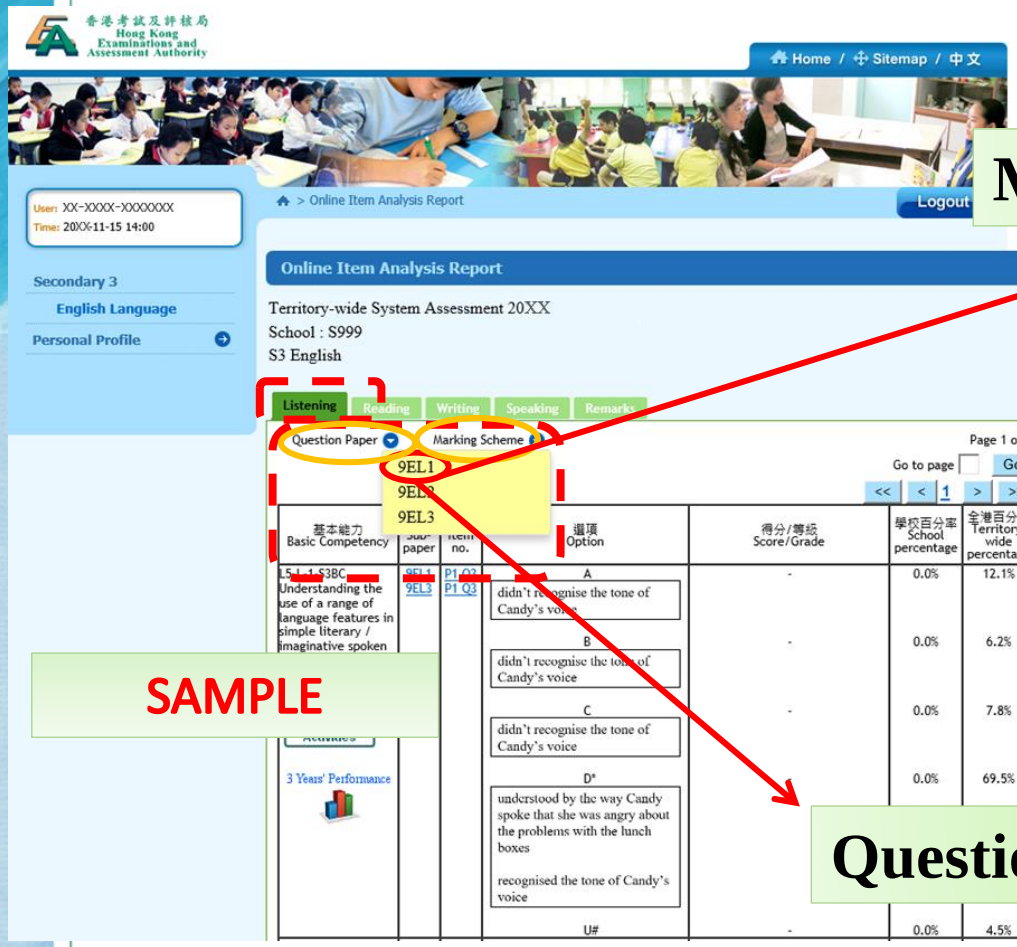
Reports and formats available to download

SAMPLE

Interactive Report

Online Item Analysis Report (sorted by Basic Competencies)

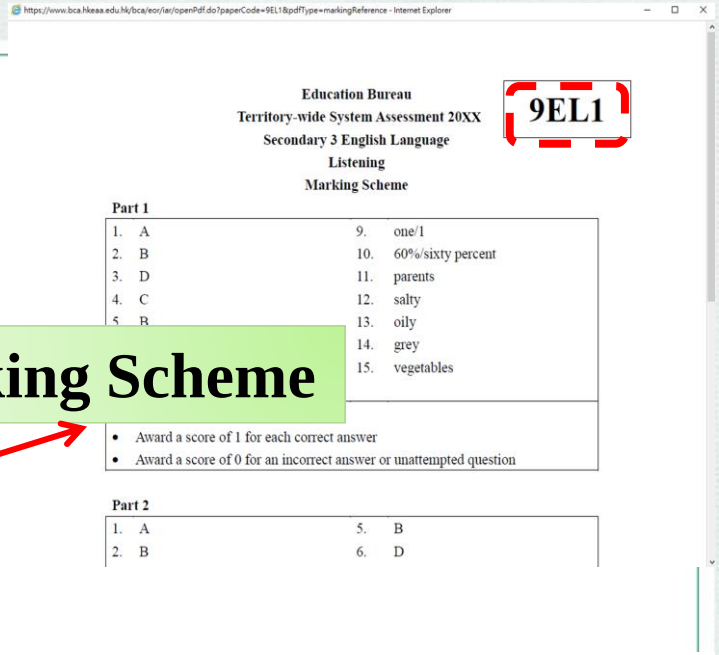




SAMPLE

Marking Scheme

Question Paper



Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Listening
Marking Scheme

9EL1

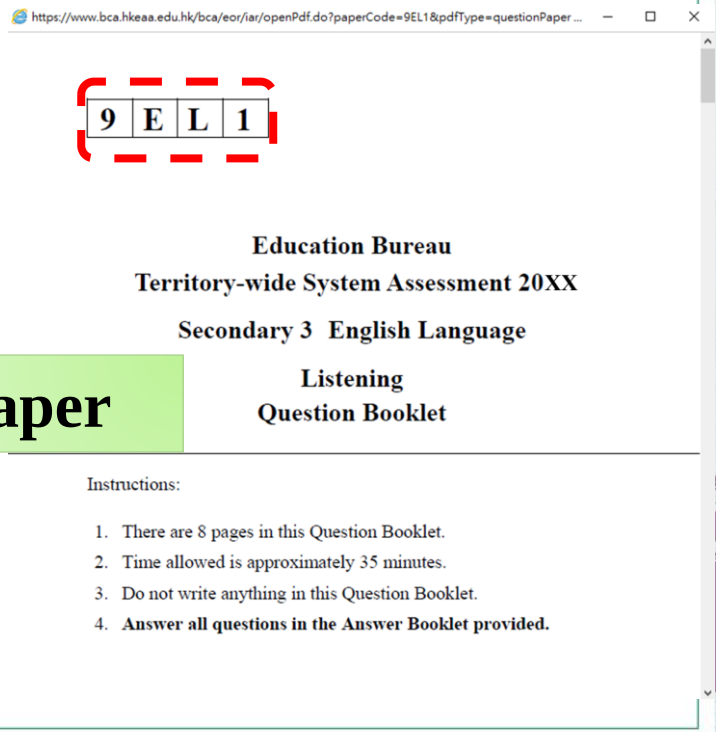
Part 1

1.	A	9.	one/1
2.	B	10.	60%/sixty percent
3.	D	11.	parents
4.	C	12.	salty
5.	B	13.	oily
		14.	grey
		15.	vegetables

- Award a score of 1 for each correct answer
- Award a score of 0 for an incorrect answer or unattempted question

Part 2

1.	A	5.	B
2.	B	6.	D



9 E L 1

Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Listening
Question Booklet

Instructions:

1. There are 8 pages in this Question Booklet.
2. Time allowed is approximately 35 minutes.
3. Do not write anything in this Question Booklet.
4. **Answer all questions in the Answer Booklet provided.**

Tapescript

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

9EL1-P1 Q3 / 9EL3-P1 Q3

Tapescript

Learning Objective:

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

3. When Candy says 'Deteriorated…problems. Huh!', you can tell that she is _____.

A. surprised
B. happy
C. sad
D. angry

Question intent :

tone

hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?isSu...

9EL1-P1 Q3 / 9EL3-P1 Q3 (Tapescript)

Learning Objective:

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

Narrator

Students have been complaining about the school lunch boxes. The Principal has asked the prefects to discuss the issues and suggest some solutions to the problem. The principal has given you a recording of student interviews about the lunch boxes to help you.

Listen to the recording and answer the questions in *Part A* and *Part B*. The recording will be played twice. Do as much as you can the first time and answer all questions the second time. You now have 30 seconds to read the questions in *Part A* and *Part B*. *(music 30 secs.)*

The listening will begin now.

[Mr. Chau – Teacher in charge of school facilities

Hi there everyone. I'm the Teacher in charge of school facilities, including the school canteen and lunch boxes ordering.

Item with Answer

Question Paper | Marking Scheme

Page 1 of 1

Go to page Go

<< < 1 > >>

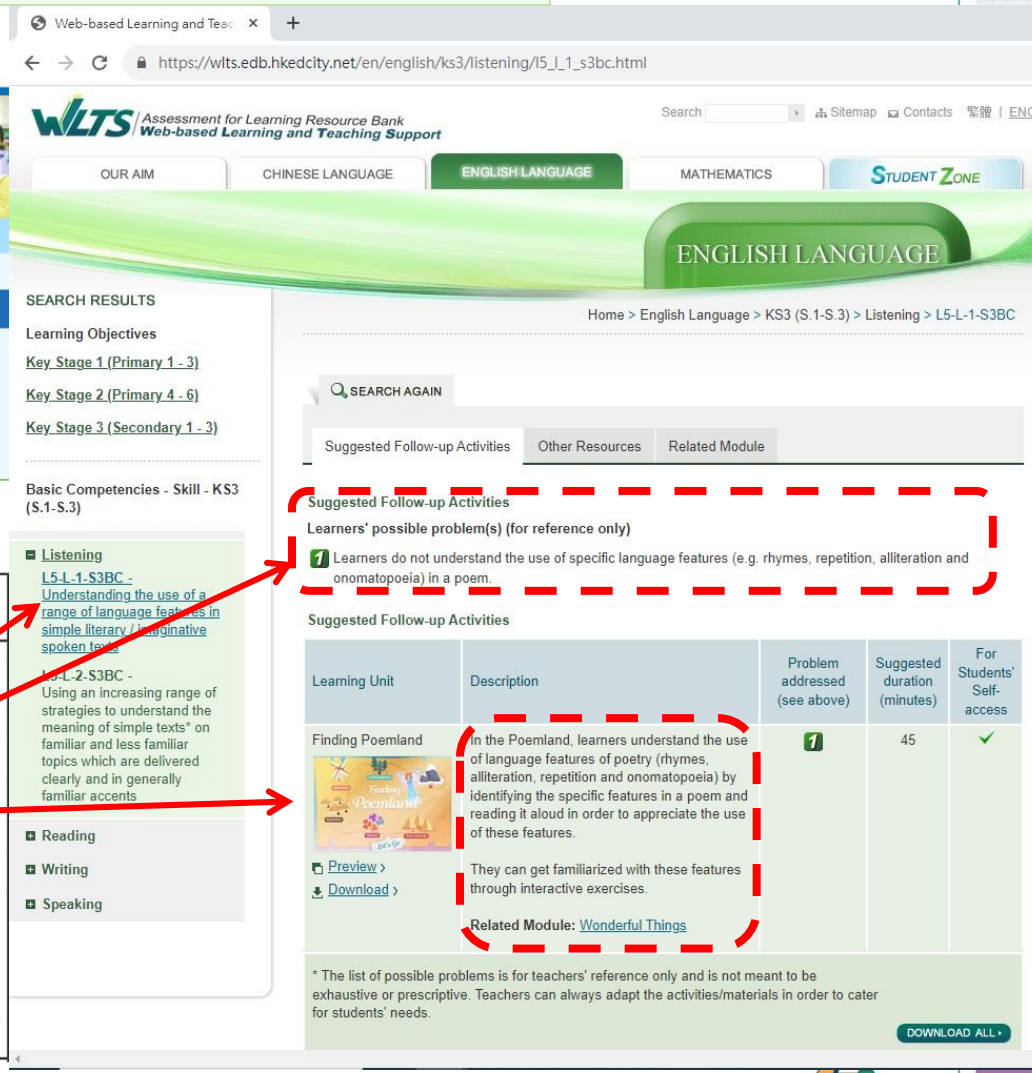
基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone Suggested Follow-up Activities 3 Years' Performance	9EL1 9EL3	P1 Q3 P1 Q3	A didn't recognise the tone of Candy's voice	-	0.0%	12.1%
			B didn't recognise the tone of Candy's voice	-	0.0%	6.2%
			C didn't recognise the tone of Candy's voice	-	0.0%	7.8%
			D* understood by the way Candy spoke that she was angry about the problems with the lunch boxes recognised the tone of Candy's voice	-	0.0%	69.5%

TSA Data

SAMPLE

http://wlts.edb.hkedcity.net





Suggested Follow Up Activities

SAMPLE

3 Years' Performance

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Hong Kong Examinations and Assessment Authority

User: XX-XXXX-XXXXXXX
Time: 20XX-11-15 14:00

Secondary 3
English Language
Personal Profile

> Online Item Analysis Report

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : S999
S3 English

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
L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone	9EL1 9EL3	P1 Q3 P1 Q3	A didn't recognise the tone of Candy's voice B didn't recognise the tone of Candy's voice C didn't recognise the tone of Candy's voice D* understood by the way Candy spoke that she was angry about the problems with the lunch boxes recognised the tone of Candy's voice U#

Suggested Follow-up Activities

3 Years' Performance

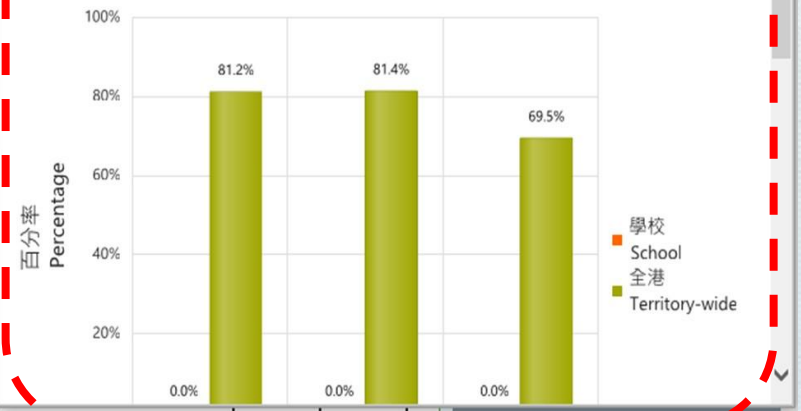
https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?perfor...

三年表現
3 Years' Performance

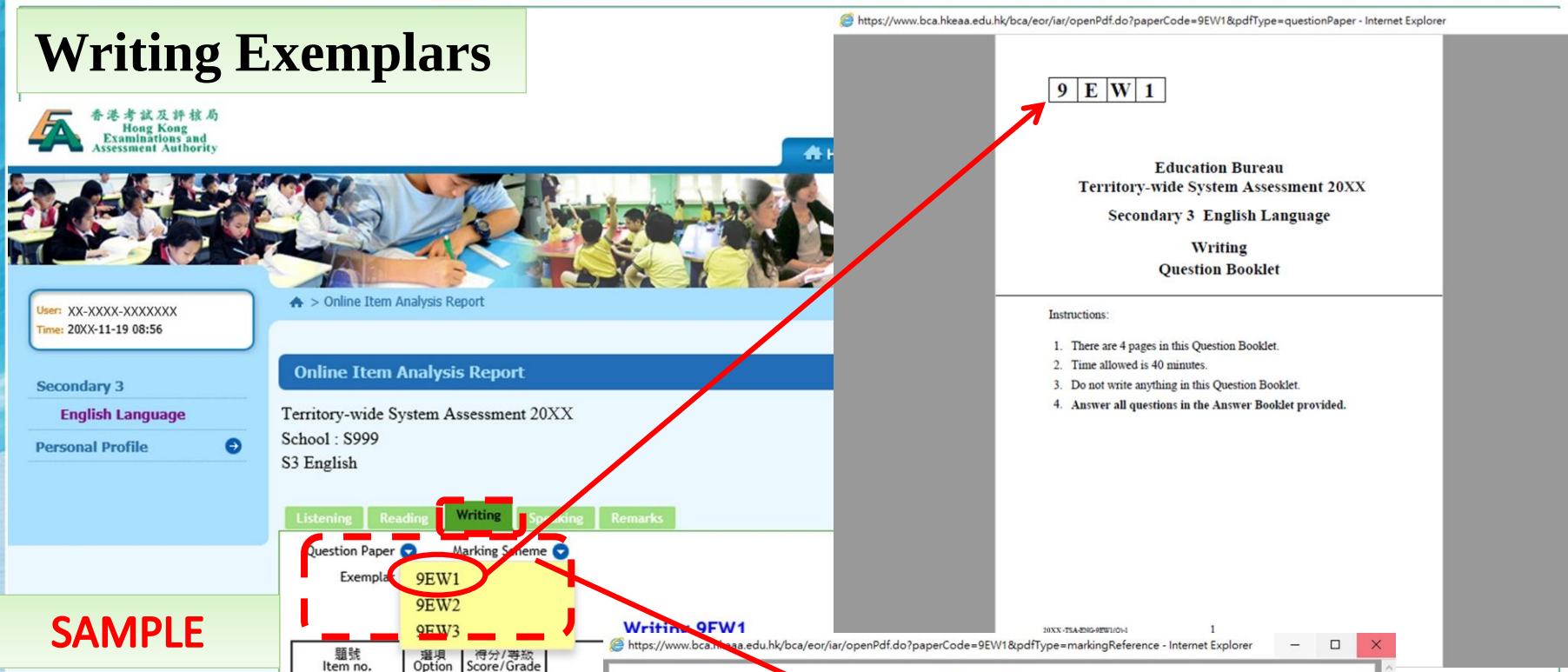
級別: S3 Level	科目: English Language Subject	學校編號: S999 School Code
基本能力代號 BC Code	L5-L-1-S3BC	
基本能力: BC Description	Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES)	
評估重點: Question Intent	tone	

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



Writing Exemplars



SAMPLE

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=9EW1&pdfType=questionPaper - Internet Explorer

9 E W 1

Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Writing
Question Booklet

Instructions:

1. There are 4 pages in this Question Booklet.
2. Time allowed is 40 minutes.
3. Do not write anything in this Question Booklet.
4. **Answer all questions in the Answer Booklet provided.**

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=9EW1&pdfType=markingReference - Internet Explorer

Education Bureau
Territory-wide System Assessment 20XX
Secondary 3 English Language
Writing – Marking Scheme

Score Level	Content	Language	Organisation	Features
4	• All relevant content • Ideas expressed effectively/ clearly	• Uses a good range of vocabulary and language patterns • Very few or no errors in grammar, spelling, punctuation and capitalisation		
3	• Most or all relevant content • Ideas related to the topic with details	• Uses a range of vocabulary and language patterns • A few minor errors in grammar, spelling, punctuation and capitalisation		
2	• Some relevant content • Some ideas expressed with details	• Uses familiar vocabulary and simple language patterns • Some errors in grammar, spelling, punctuation and capitalization which do not affect meaning	• Paragraphs developed with supporting details/description • Coherent links within/between paragraphs and effective use of connectives	• Features generally used correctly (e.g. letter format, description and speech in narration)
1	• Content limited/some relevance to the topic • Ideas lack details	• Uses a limited range of vocabulary and language patterns • Many errors in grammar, spelling, punctuation and capitalization which affect meaning	• Paragraphs generally developed based on prompts • Use of simple connectives and sequencers (and, but, first, then, etc)	• Some basic features used (e.g. appropriate greeting and ending in a letter)
0	• Content undeveloped • Irrelevant ideas	• Uses few or no language patterns • Numerous errors in grammar, spelling, punctuation and capitalization which affect meaning	• Paragraphs lack organization/details • Scattered ideas with few connectives • Incomprehensible	• Basic features not evident

Remarks for Score Levels

Answers < 100 words	• ≤ 2	• ≤ 2	• ≤ 1	• ≤ 1
Off-topic scripts	• 0	• ≤ 2	• ≤ 2	• 0

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Writing Exemplars with Annotations

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Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文



User: XX-XXXX-XXXXXXX
Time: 20XX-11-19 08:56

> Online Item Analysis Report

Logout

Secondary 3
English Language
Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : S999
S3 English

Listening | Reading | Writing | Speaking | Remarks

Question Paper | Marking Scheme | Exemplar

Performance at BC Level
Good Performance

Page 1

Go to page

Writing 9EW

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage
Content	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	3	0.0%
	-	4	0.0%
	-	U#	0.0%
Language	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	3	0.0%
	-	4	0.0%
	-	U#	0.0%
Organisation	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	U#	0.0%
Features	-	0	0.0%
	-	1	0.0%
	-	2	0.0%
	-	U#	0.0%

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

https://www.bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=118&pdfType=...

S3 ENGLISH LANGUAGE

Story – The Day Aliens Landed in Hong Kong (9EW1) - **Student Exemplar 4**

Title provided

The Day of Alien Invasion

"Breaking news! Several unidentified flying objects have been discovered around Hong Kong. They are believed to be alien spaceships with oval-shaped hull. The military forces are standing by, awaiting the command to destroy any UFOs. —— No, no! Help! Somebody help me!"

As I walked out of the bathroom, I could hardly believe the images flashing on my television. I stared at the monitor for a couple minutes, watching missiles flying over the screen. Suddenly, an earthquake stroke. The entire building was shaking violently. I peeked outside the window and I cannot believe what I saw. A gigantic spacecraft —— no, the mothership of the aliens landed right in the center of Victoria Harbour. The famous IFC shattered into pieces in just a fraction of a second. As the reporter's body was lying hopelessly in front of the camera, I fled from home.

As soon as I reached the street, I realised the electro-magnetic shield of the alien mothership disabled all ground vehicles. Luckily, I brought a bicycle with me and I paddled as fast as I could.

"Flee to the New Territories immediately! The military forces are going to launch a suicidal attack!" The broadcast was so loud and clear that I remember it up to this day.

After one hour, the sky turned white. Hearing a huge explosion, was all I could recall before I fainted. I woke up in the hospital. "This is what happens when you stand too close to a nuclear missile," said the doctor.

2 years has passed, yet this horror still remains in my heart.

Interesting opening paragraph

Short conclusion

33

Annotation - Student Exemplar 4

T This is a good piece of writing that has an appropriate title – *The Day of Alien Invasion* ≈ *The Day of The Alien Invasion* and an effective opening paragraph that arouses the readers' interest with the use of dialogue.

C It also has an extremely short (one sentence) but effective conclusion with some minor errors – *2 year has passed, yet this horror still remains in my heart.* instead of *Two years have passed, yet this horror still remains in my heart.*

1 2 3 4 5 The story is described in detail with the beginning being the news broadcast on the television. The story segues excellently from there into where the writer is and what he/she is experiencing. It continues with various experiences until the conclusion sums up the writer's emotions about the events.

The writer has provided a complete story plot and the use of dialogue has added depth and interest to the story.

Ideas are generally expressed clearly and effectively with elaboration.

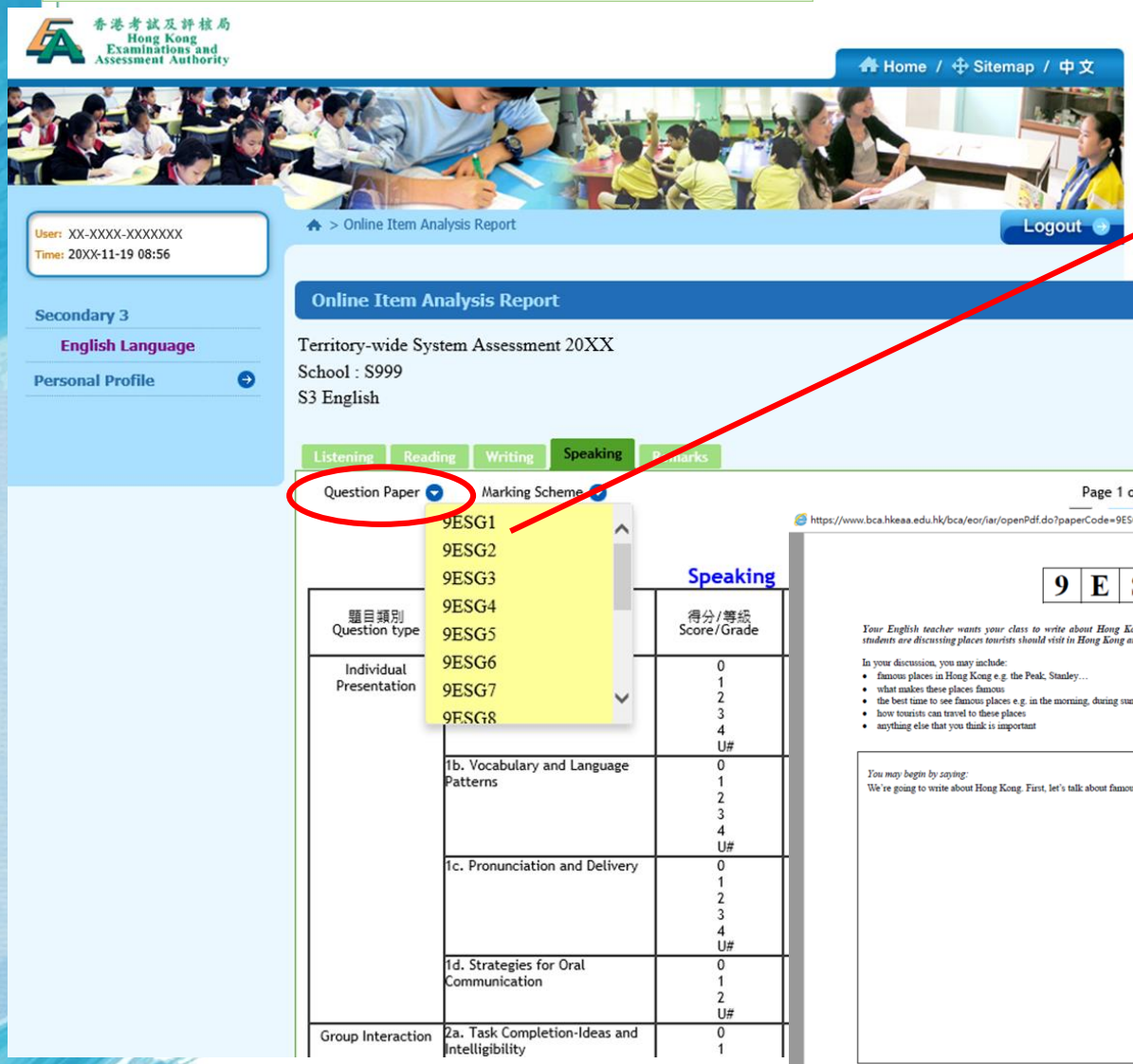
[ ] Some minor mistakes in expression – *with oval shaped hull* instead of *with an oval shaped hull*, *for a couple minutes* instead of *for a couple of minutes*, *an earthquake stroke* instead of *an earthquake struck*, *I fled from home* instead of *I fled from my home*, *paddled* instead of *peddled*, *suicidal attack* instead of *a suicide attack*

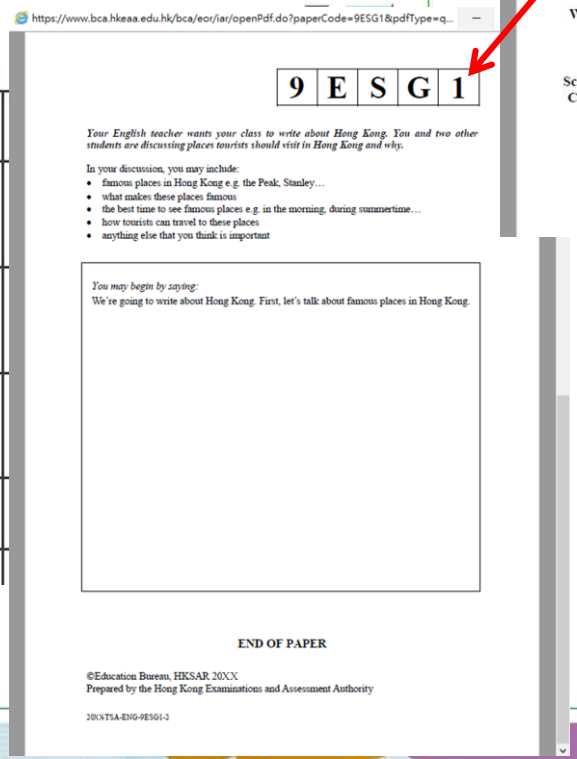
Good and appropriate use of expressions/vocabulary – *command*, *destroy*, *shaking violently*, *peeked*, *electro-magnetic shield*, *disabled all ground vehicles*, *broadcast*, *huge explosion*, *nuclear missile*

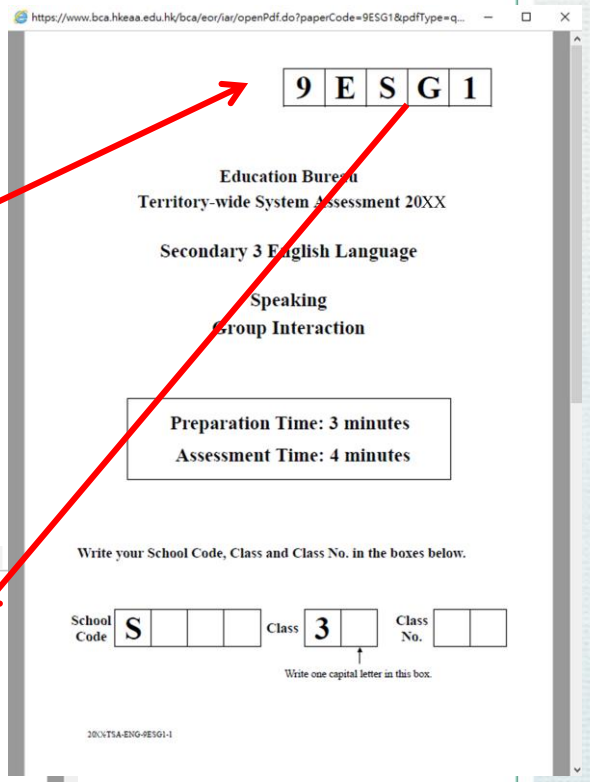
Some errors in tenses – *cannot* instead of *couldn't*, *has* instead of *had*, *fled* instead of *flee*

Speaking Question Papers

SAMPLE







Basic Competency Report by Item Groups

SAMPLE

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

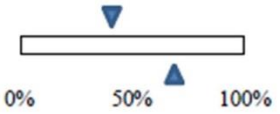
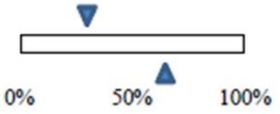
機　密
CONFIDENTIAL

學校：
School:

Skills: Listening, Reading, Writing, Speaking

級別 Level: 中三 Secondary 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	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - tone	
	L5-L-1-S3BC Understanding the use of a range of language features in simple literary / imaginative spoken texts (ES) Question Intent - rhyme	

▼ 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。

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.

Basic Competency Report by Item Groups Annex

附件 Annex – 學生示例 Student Exemplars

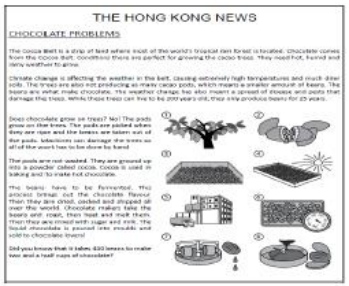
英國語文 English Language (Listening)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Listening	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES) Question Intent: extracting specific information	9EL1/3-P1 Q8 8. The person who got sick after eating the food from Mountain High was _____ A. Mr Chan B. Paul C. Candy D. Michael	• Many students were able to identify who got sick after eating the Mountain High food, when they heard Michael say *'...The first time I ate Mountain High food here at school, I was sick. I had food poisoning...'*

Listening

SAMPLE

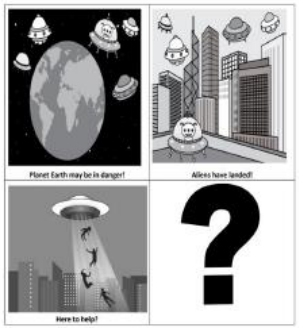
英國語文 English Language (Reading)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Reading	L6-R-1-S3BC Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES) Question Intent: sequencing events	9ER1/2-P1 Q7 **Chocolate Problems** 7. How do the beans become chocolate? Put the process into the correct order. 1. beans are fermented 2. pods grown on trees 3. pods ripen 4. beans removed from pods A. 1, 2, 3 and 4 B. 2, 3, 4 and 1 C. 3, 4, 1 and 2 D. 4, 3, 2 and 1  THE HONG KONG NEWS CHOCOLATE PROBLEMS	• Many students were able to work out the steps required to process cocoa beans into chocolate.

Reading

Basic Competency Report by Item Groups – Student Exemplars

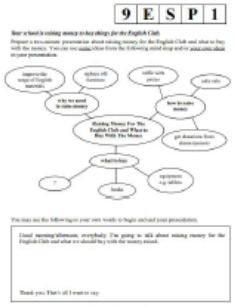
英國語文 English Language (Writing)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Writing	9EW1	In this task, students were asked to write a story about the day aliens landed in Hong Kong and what happened. Picture prompts were provided. You have been watching science fiction movies in class. Your English teacher wants you to write a story about the day aliens in spaceships landed in Hong Kong and what happened. Give your story a title. You may use some of the ideas from the information provided and/or your own ideas in your writing. Write your story in about 150 words. 	 • Students were able to write a story that had generally relevant and adequate content but with limited ideas and little or no elaboration. Many students relied mainly on the picture prompts for their ideas. • Paragraphs were generally developed based on the information provided in the picture prompts. Students generally attempted to use cohesive devices and sequence ideas appropriately. • Students used familiar vocabulary and simple language patterns with some degree of appropriacy and accuracy to convey meaning but lacked the more topic specific vocabulary to explain the plot of the story. • Students were able to write reasonably comprehensible stories but their language and/or stylistic errors often affected meaning/understanding.

Writing

SAMPLE

英國語文 English Language (Speaking)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Speaking	--	9ESP1  9ESG1 	• Students were able to express relevant ideas using simple language patterns and vocabulary. • Students used limited formulaic expressions to facilitate their conversation. • Students used the prompts provided to express themselves. • Most students were able to show appropriate awareness of audience and use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction. • Students are familiar with a range of formulaic expressions but should be careful not to overuse/rely solely on them.

Speaking

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
CONF

級別 Level: 中三 Secondary 3

英國語文 English Language (Sub-paper: 9EL1 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
Language forms and communica-tive functions, Language skills and language development strategies, Attitudes	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES)	P1 Q1 1. Mr. Chau is talking to the students to find out _____ A. their opinions on the lunch boxes available at school B. what they think about ordering lunch boxes C. what the problems are with the school canteen D. how students can fix the school facilities Question Intent: listening for gist/main ideas	A* understood Mr. Chau when he said '*...we've asked you here today to find out what you think about the lunch boxes you can order.*'	23.8%
			B didn't listen carefully/confused '*...what you think about the lunch boxes you can order.*' with the ordering process	47.6%
			C didn't listen carefully/confused Mr. Chau's duties – '*Teacher in charge of school facilities, including the school canteen...*' with the problems	23.8%

- Basic Competency
- Item
- Question Intent
- Information Analysis for each option
- School Percentage
- Paper:
  9EL1-3
  9ER1-3

* for MC questions only

Information Analysis Report

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: 中三 Secondary 3

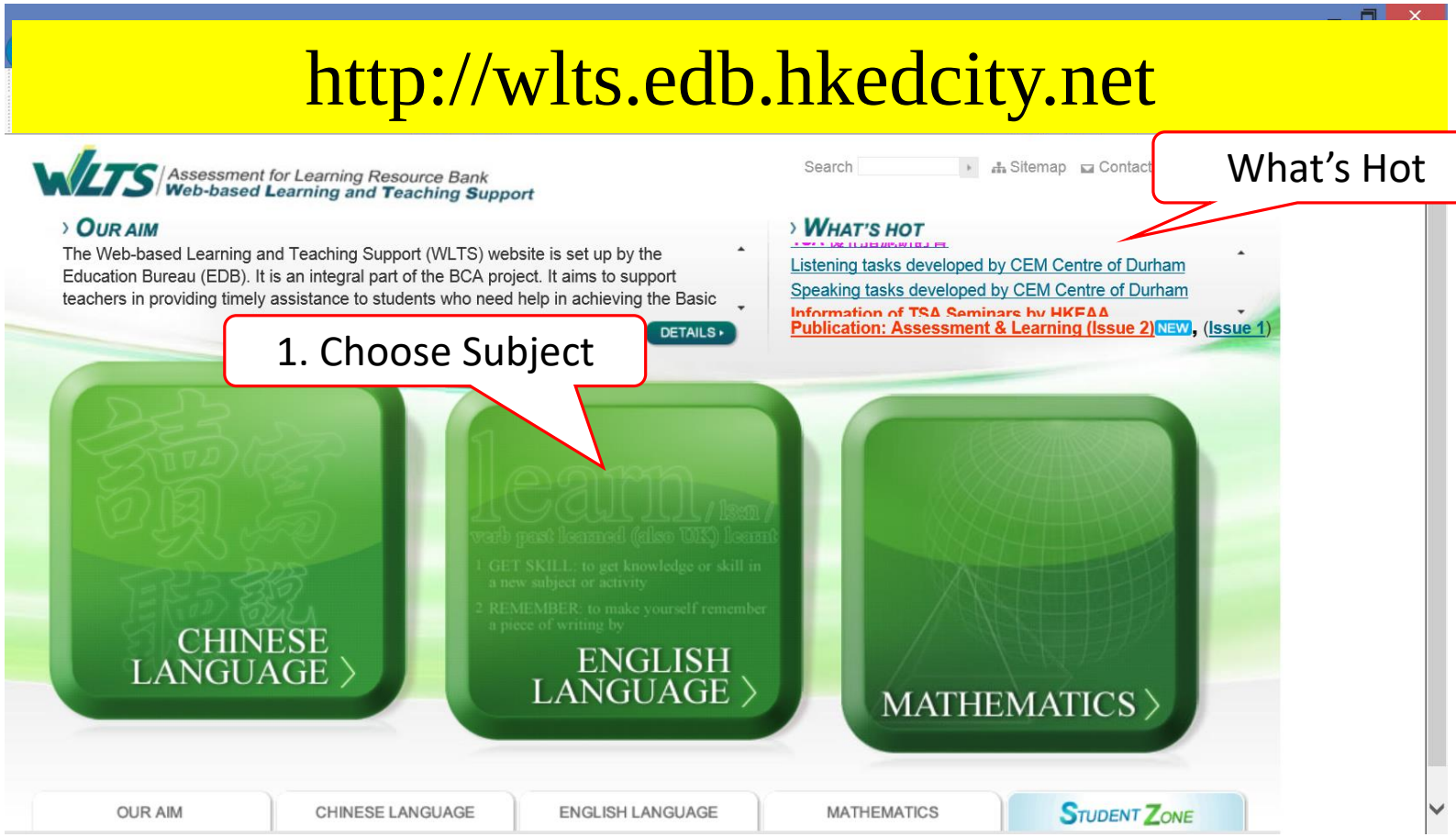
英國語文 English Language (Sub-paper: 9ER1 Reading)

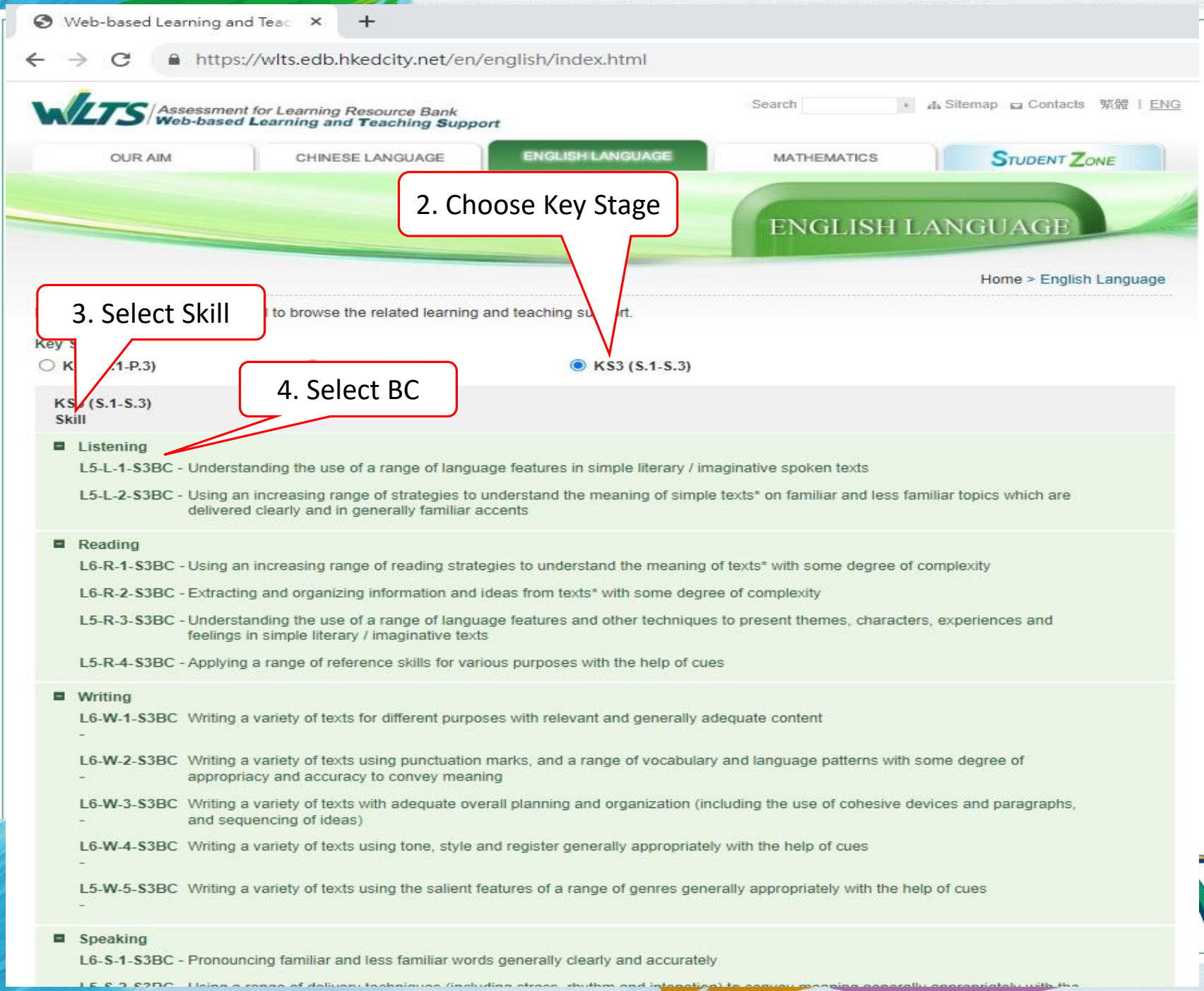
學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage[1]	全港百分率 Territory-wide percentage[2]
Language forms and communicative functions, Language skills and language development strategies, Attitudes	L6-R-1-S3BC Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES)	P1 Q1 Question Intent: understanding the connection between ideas by identifying a range of cohesive devices	A didn't understand or misunderstood the information provided didn't read the information carefully this is the location of the chocolate producing trees and the production of chocolate is not affected by the belt itself	46.3%	33.2%
			B didn't understand or misunderstood the information provided didn't read the information carefully humid weather is what is needed in order for the chocolate producing trees to grow	19.5%	10.3%
			C* read the information carefully and correctly identified that climate change is affecting the production of chocolate '*Climate change is affecting the weather in the belt.*', which in turn affects the trees which affects chocolate production	12.2%	48.6%

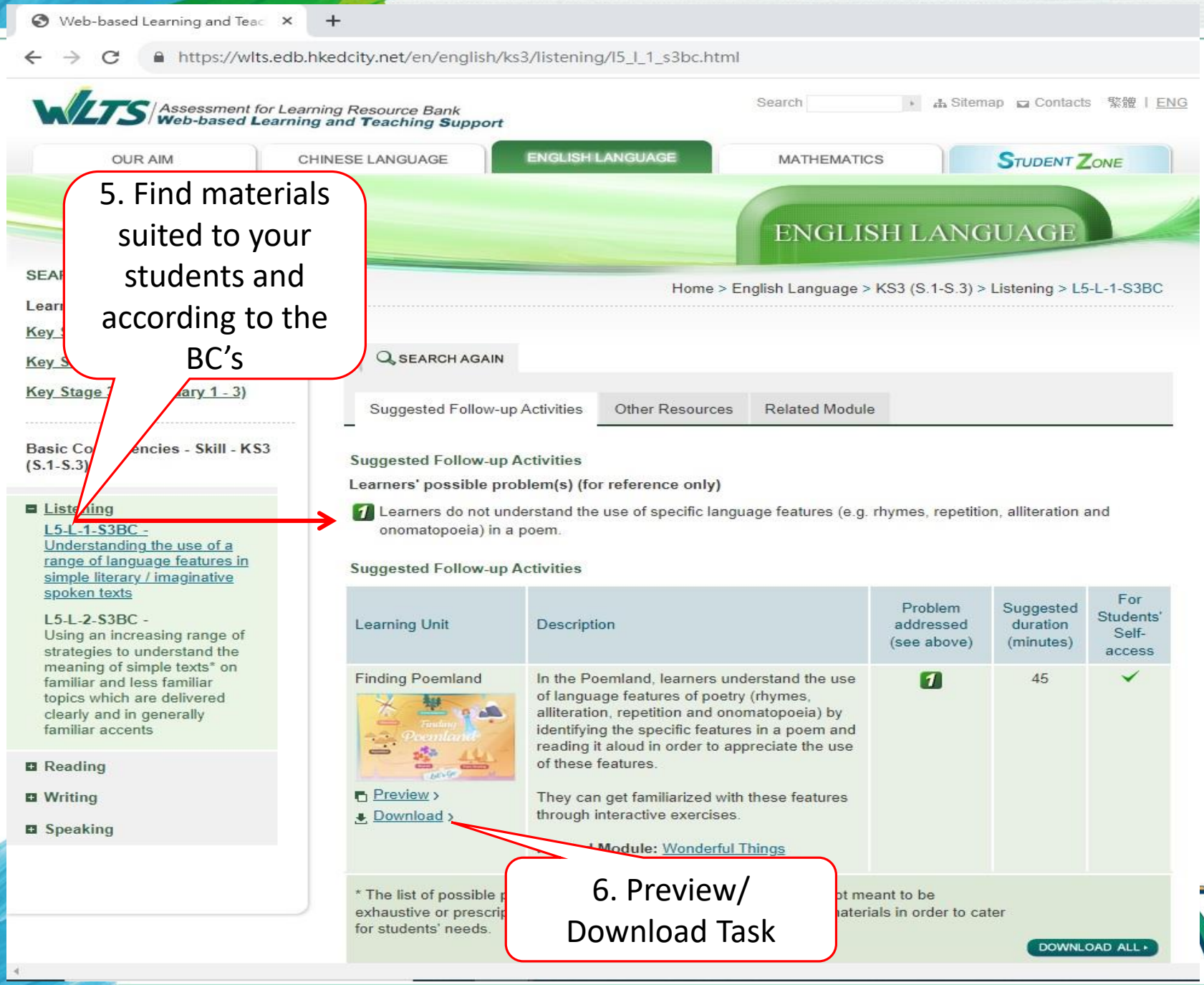
SAMPLE

Useful Website

http://wlts.edb.hkedcity.net




Web-based Learning and Tea
https://wlts.edb.hkedcity.net/en/english/index.html
WLTS Assessment for Learning Resource Bank
Web-based Learning and Teaching Support
Search
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繁體 | ENG
OUR AIM
CHINESE LANGUAGE
ENGLISH LANGUAGE
MATHEMATICS
STUDENT ZONE
2. Choose Key Stage
ENGLISH LANGUAGE
Home > English Language
3. Select Skill
to browse the related learning and teaching su rt.
Key S
K .1-P.3)
KS3 (S.1-S.3)
4. Select BC
KS (S.1-S.3)
Skill
Listening
L5-L-1-S3BC - Understanding the use of a range of language features in simple literary / imaginative spoken texts
L5-L-2-S3BC - Using an increasing range of strategies to understand the meaning of simple texts* on familiar and less familiar topics which are delivered clearly and in generally familiar accents
Reading
L6-R-1-S3BC - Using an increasing range of reading strategies to understand the meaning of texts* with some degree of complexity
L6-R-2-S3BC - Extracting and organizing information and ideas from texts* with some degree of complexity
L5-R-3-S3BC - Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts
L5-R-4-S3BC - Applying a range of reference skills for various purposes with the help of cues
Writing
L6-W-1-S3BC Writing a variety of texts for different purposes with relevant and generally adequate content
L6-W-2-S3BC Writing a variety of texts using punctuation marks, and a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning
L6-W-3-S3BC Writing a variety of texts with adequate overall planning and organization (including the use of cohesive devices and paragraphs, and sequencing of ideas)
L6-W-4-S3BC Writing a variety of texts using tone, style and register generally appropriately with the help of cues
L5-W-5-S3BC Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues
Speaking
L6-S-1-S3BC - Pronouncing familiar and less familiar words generally clearly and accurately


Web-based Learning and Tea
https://wlts.edb.hkedcity.net/en/english/ks3/listening/l5_l_1_s3bc.html
WLTS Assessment for Learning Resource Bank Web-based Learning and Teaching Support
Search
Sitemap
Contacts
繁體 | ENG
OUR AIM
CHINESE LANGUAGE
ENGLISH LANGUAGE
MATHEMATICS
STUDENT ZONE
5. Find materials suited to your students and according to the BC's
ENGLISH LANGUAGE
Home > English Language > KS3 (S.1-S.3) > Listening > L5-L-1-S3BC
SEARCH AGAIN
Suggested Follow-up Activities
Other Resources
Related Module
Basic Co ncies - Skill - KS3 (S.1-S.3)
Listening
L5-L-1-S3BC - Understanding the use of a range of language features in simple literary / imaginative spoken texts
L5-L-2-S3BC - Using an increasing range of strategies to understand the meaning of simple texts* on familiar and less familiar topics which are delivered clearly and in generally familiar accents
Reading
Writing
Speaking
Suggested Follow-up Activities
Learners' possible problem(s) (for reference only)
1 Learners do not understand the use of specific language features (e.g. rhymes, repetition, alliteration and onomatopoeia) in a poem.
Suggested Follow-up Activities
Learning Unit
Description
Problem addressed (see above)
Suggested duration (minutes)
For Students' Self-access
Finding Poemland
In the Poemland, learners understand the use of language features of poetry (rhymes, alliteration, repetition and onomatopoeia) by identifying the specific features in a poem and reading it aloud in order to appreciate the use of these features.
They can get familiarized with these features through interactive exercises.
45
Preview
Download
Module: Wonderful Things
* The list of possible p ot meant to be exhaustive or prescrip aterials in order to cater for students' needs.
DOWNLOAD ALL
6. Preview/ Download Task

Preview – shows the level of difficulty and gives detailed information about the task.

6-S-2-S3BC: Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cue

Level of Difficulty



- Preliminary to S3BC (at S1 level)
- To S3BC (at S1 to S2 level)
- At S3BC (at S3 level)

Activity	*Description*	*Duration (min)*	*Available for Self Learning*
Part 1	**An Interactive Activity:** 1. Knowledge building: There is a sample poem including rhymes, alliteration and repetition that help students to understand the use of the language features of poetry. 2. Appreciation: Students are asked to read the poem aloud in order to appreciate the language features that are presented in the text. 3. Understanding and comprehension: Questions are set to test students' comprehension of the sample poem. 4. Practice and application: There are exercises for students to apply or familiarize with the introduced language features of poetry (i.e. rhymes, alliteration, repetition and onomatopoeia).	4 5	✓

TSA 2024
English Language

Purposes of TSA and Written Assessments

PURPOSES

- To enhance teaching and learning in Chinese, English and Mathematics
- To enable the government to provide support to those schools in need of assistance
- To monitor the effectiveness of education policies

WRITTEN ASSESSMENT

- Specific testing points – Basic Competency (BC) with descriptors provided by the Education Bureau (EDB)
- Items cover a wide range of BC descriptors but each student only does one sub-paper for each component (speaking, listening, reading and writing)
- Common items are distributed across sub-papers for equating purposes to compare students' abilities

Percentages of Students Achieving English Language Basic Competency in 2006 – 2019, 2023 & 2024

YEAR	TSA 2006	TSA 2007	TSA 2008	TSA 2009	TSA 2010	TSA 2011	TSA 2012	TSA 2013
S3	68.6 %	69.2 %	68.9 %	68.8 %	69.2 %	69.2 %	69.1 %	69.5 %

YEAR	TSA 2014	TSA 2015	TSA 2016	TSA 2017	TSA 2018	TSA 2019	TSA 2023	TSA 2024
S3	69.3 %	69.4 %	69.6 %	69.7 %	69.8 %	69.5 %	67.8 %	67.0 %

Territory-wide System Assessment 2024

Dimension/ Skill	S3 English Language		
	Sub-paper	*No. of Items*	*Assessment Time*
Listening	9EL1 9EL2 9EL3	31	about 35 minutes
Reading	9ER1 9ER2 9ER3	36	35 minutes
Writing	9EW1 9EW2 9EW3	3	40 minutes
Speaking	Individual Presentation	8	3 minutes for preparation 2 minutes for assessment
	Group Interaction	8	3 minutes for preparation 4 minutes for assessment

Overall Performance of General Students, Non-Chinese Speaking Students (NCS) and Students with Special Education Needs (SEN) in TSA 2024
Secondary 3 English Language

Listening

Listening - Text types

2019	2023	2024
Exchanges - discussion with interviews - conversation and report - radio broadcast - recording	**Exchanges** - conversation - recording - discussion - information session	**Exchanges** - Interviews - discussion - radio broadcast - information session
Literary Text - poem	**Literary Text** - poem	**Literary Text** - poem

Performance of General Students in Listening 2024

Strengths

- ✓ extracting specific information
- ✓ deducing the meaning of unfamiliar words and expressions
- ✓ identifying rhymes
- ✓ discriminating between intonations for a range of purposes
- ✓ distinguishing main ideas from supporting details

General Students

Task Name: History Project – Wonders of the World (Radio Broadcast)
Task Content: The students are learning about the wonders of the world.

Extracting specific information
Many students were able to identify that the wall was built to protect the borders of China, when they heard 'The wall was built to protect the borders of China from enemies and attacks.'

4. The wall was built to _____.

A. help start attacks
B. assist enemies
C. protect the borders of China
D. join pieces together

9EL1 Part 3 Q.4 / 9EL2 Part 2 Q.4

Radio TeensHK Host – Sandra	Oh, I see. Anyway, Tony, when and why was the Great Wall built?
Tony – History student	It was started in the 7th century BC, with several walls being built. These walls were later joined together and made bigger and stronger. The wall was built to protect the borders of China from enemies and attacks. It was also used for transportation. Defences, to help prevent against attacks, were also added.

General Students

Task Name: Being Brave (Poem)
Task Content: The poem is about being sick and what happens.

Identifying rhymes
Many students were able to identify the rhyming pair in the fifth stanza of the poem.

Stanza Five

5. The rhyming pair in this stanza is _____.

A. hurt/said
B. sting/done
C. said/doctor
D. sting/thing

9EL2/3 Part 3 Q.5

Stanza 5

The doctor said, "This shouldn't hurt.
It's just a little sting."
And then he said, "Okay. You're done."
I didn't feel a thing!

General Students

Task Name: Fitness Programme (Discussion)

Task Content: The students are listening to a recording about fitness programmes for students.

Discriminating between intonation for a range of purposes

The majority of students were able to work out that the girls sounded very excited when they exclaimed, 'Ooh shopping!'.

6. Miss Wong says that Tina and Karen will go shopping. The girls sound very

A. excited
B. bored
C. unhappy
D. nervous

9EL1/3 Part 2 Q.6

Miss Wong – PE Teacher	Great idea, Peter! A house competition would get everyone involved. We have money for some great prizes. Peter, talk to the house captains. We'll brainstorm prizes later. I'm sure Tina and Karen won't mind going shopping, will you?
Tina – Student and Karen – Student	(*excited*) Ooh shopping! No problem, Miss Wong!

General Students

Task Name: Being Brave (Poem)
Task Content: The poem is about being sick and what happens.

Distinguishing main ideas from supporting details
On hearing the third stanza of the poem, many students worked out the main idea of the stanza.

Stanza Three

3. From the boy's reaction you can tell that he is _____.

A. happy
B. angry
C. scared
D. excited

9EL2/3 Part 3 Q.3

Stanza 3

I've never felt so nervous,
so unhappy and afraid.
I might have started shedding tears
I might have begged and prayed.

Performance of Non-Chinese Speaking (NCS) Students in Listening 2024

Strengths

- ✓ identifying rhymes
- ✓ discriminating between intonations for a range of purposes
- ✓ deducing the meaning of unfamiliar words and expressions
- ✓ understanding the connection between ideas by identifying a range of cohesive devices
- ✓ using personal experiences and knowledge of the world
- ✓ identifying the sequence of events

NCS Students

Task Name: Healthy Snacks at the School Canteen (Interview)

Task Content: The students are discussing some healthy snacks to sell at the school canteen.

Understanding the connections between ideas by identifying a range of cohesive devices

After listening to the conversation between Pansy and Tommy, most of the students understood that Tommy was working with students and doing public speaking.

5. After winning the competition, Tommy _____.

A. set up the Hong Kong Culinary School
B. stopped talking to school groups
C. has cooked more but stopped working
D. has been working with students and doing public speaking

9EL1/3 Part 1 Q.5

Pansy – Host of Chef in the Kitchen	So, Tommy, you won *Hong Kong Super Chef*. How have things changed since then?
Chef Tommy Wong	I'm busier than I was before the competition. I still do a lot of cooking, but I'm also doing more public speaking about food and cooking. I'm also talking to school groups as well as working with students at the Hong Kong Culinary School.

NCS Students

Task Name: History Project – Wonders of the World (Radio Broadcast)
Task Content: The students are learning about the wonders of the world.

Using personal experiences and knowledge of the world
After listening to Tony, the majority of students were able to apply their knowledge of the world and understood that 'graffiti artists' are those people who illegally paint pictures and words on walls and buildings.

7. Tony mentions 'graffiti artists'. 'Graffiti artists' here are people who _____.

A. sell pieces of the wall to thieves
B. preserve the wall by using earth and wood
C. illegally paint pictures and words on walls and buildings
D. steal barracks and sell them



9EL1 Part 3 Q.7/ 9EL2 Part 2 Q.7

Tony – History student	(*sigh*) Well, some parts are still standing today. Sadly, some parts have not been preserved and have been damaged. Thieves have stolen bricks and sold them. Graffiti artists have painted on the wall. Some people have even destroyed parts of the wall to make a road.

Task Name: Golden Films Awards and Information (Interview with Information Sheet)
Task Content: The students are listening to a recording of an interview at the Golden Film Awards Press Conference.

Identifying the sequence of events
After hearing the interview, many students understood that this was the correct sequence of the things that Margaret had to do as the costume designer for the film.

15. Margaret Long, the costume designer, has to _____.

1. buy the costumes/wardrobe for the film
2. make what cannot be bought
3. design the costumes/wardrobe
4. help wash or repair the costumes

A. 1→2→3→4
B. 2→3→4→1
C. 3→1→2→4
D. 4→3→2→1

3 9EL2 Part 1 Q.15

Margaret Long – Costume Designer

1 On set, I'm in charge of the entire wardrobe. That means first designing and buying *all* of the costumes for *all* of the actors and extras.

2 If we can't buy something, then I design and make it with the help of my staff. I also make sure the clothes get washed and are ready for the next day's filming. We're always doing something – washing,

4 repairing or sewing. We work 10 to 12 hours per day when they are filming!

Performance of Students with Special Education Needs (SEN) in Listening 2024

Strengths

- ✓ identifying rhymes
- ✓ distinguishing main ideas from supporting details
- ✓ discriminating between intonation for a range of purposes
- ✓ understanding the connections between ideas by identifying cohesive devices

Students with SEN

Task Name: Being Brave (Poem)
Task Content: The poem is about being sick and what happens.

Distinguishing main ideas from supporting details
On hearing the third stanza of the poem, many students worked out the main idea of the stanza.

Stanza Three

3. From the boy's reaction you can tell that he is _____.

A. happy
B. angry
C. scared
D. excited

9EL2/3 Part 3 Q.3

Stanza 3

I've never felt so nervous,
so unhappy and afraid.
I might have started shedding tears
I might have begged and prayed.

Students with SEN

Task Name: Fitness Programme (Discussion)

Task Content: The students are listening to a recording about fitness programmes for students.

Discriminating between intonation for a range of purposes

Quite a number of students were able to work out that the girls sounded very excited when they exclaimed, 'Ooh shopping!'.

6. Miss Wong says that Tina and Karen will go shopping. The girls sound very

A. excited
B. bored
C. unhappy
D. nervous

9EL1/3 Part 2 Q.6

Miss Wong – PE Teacher	Great idea, Peter! A house competition would get everyone involved. We have money for some great prizes. Peter, talk to the house captains. We'll brainstorm prizes later. I'm sure Tina and Karen won't mind going shopping, will you?
Tina – Student	(*excited*) Ooh shopping!
and Karen – Student	No problem, Miss Wong!

Students with SEN

Task Name: History Project – Wonders of the World (Radio Broadcast)
Task Content: The students are learning about the wonders of the world.

Understanding the connection between ideas by identifying a range of cohesive devices.
Almost half of the students were able to work out what the wall was built of.

6. The wall was built with _____.

1. bricks
2. watch towers
3. barracks
4. tiles

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

9EL1 Part 3 Q.6/ 9EL2 Part 2 Q.6

Radio TeensHK Host – Sandra	Wow, how interesting! What was the wall made of?
Tony – History student	It was made of stones, bricks, earth, wood and other materials like tiles and lime. Using bricks made building easier and faster.

Performance of General Students in Listening 2024 Weaknesses

Still an area of weakness is the integrated section where students are required to write short one word answers/fill in the blanks.
This is where they have to rely on their spelling skills as well as their listening skills. There are still issues with spelling and this year again with the spelling of simple words they should be familiar with and be able to spell – numbers and nouns.

This year the integrated section was in 9EL1 and 9EL3, Part 1, Part B and the topic was about healthy snacks for the school canteen. It required students to complete the notes by filling in one word answers – prompts were provided to assist students.

- **extracting and spelling specific information**
- **deducing the meaning of unfamiliar words and expressions**
- **understanding the connection between ideas with the help of discourse markers**
- **predicting the likely development of the topic**

General Students

Task Name: Healthy Snacks at the School Canteen (Interview)
Task Content: The students are listening to an information session about some healthy snacks to sell at the school canteen.

Extracting specific Information
Students had difficulty in identifying and correctly spelling the specific words.

People can be allergic to:
nuts/eggs/rice/
seeds/fish/corn/
(11) fruit/shellfish & cow's (12) milk among other things

9EL1/3 Part 1 Q.11& 12

Chef Tommy Wong	Sure. People can be allergic to nuts, cow's milk, eggs, rice, seeds, fish and shellfish, corn, fruit... Students with allergies can get really sick or even die if they eat food they are allergic to, so schools can add or delete ingredients.
Pansy – Host of Chef in the Kitchen	Oh yes, an allergic reaction can kill! Can you share some of your recipes with us today, Tommy?

General Students

Task Name: Golden Film Awards (Interview with Information Sheet)

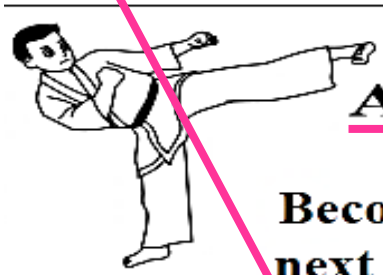
Task Content: Students have to read the information sheet about Hong Kong Martial Arts Festival.

Deducing the meaning of unfamiliar words and expressions

Some students found it difficult to work out the meaning of the word 'extra' from the context provided.

4. Auditions will be held for 'extras'. An 'extra' here is _____.

A. someone with no skill in martial arts and acting
B. an actor or actress used to fill scenes of a film
C. only an actress
D. an actor who will replace Richard Chan



OPEN AUDITIONS

Become an extra in the next Richard Chan film!

Do you have martial arts and acting skills? Come and try out! We need *more* actors and actresses for the crowd scenes.

9EL2 Part 1 Q.4

General Students

Task Name: Fitness Programme (Discussion)

Task Content: The students are listening to a recording about fitness programmes for students.

Making connections between ideas with the help of discourse markers

Some students had difficulty in working out what Miss Wong thought might make this year's programme work.

2. The thing Miss Wong mentions that might make this programme work is _____.

A. offering free programmes
B. improving the gym programme
C. having some funding to use
D. studying other classes

9EL1/3 Part 2 Q.2

[Miss Wong – PE Teacher	Let's discuss school-based fitness programmes.
Tina – Student	(*groan*) We try this every year, Miss Wong. There were the free fitness programme and the gym programme. They didn't work. Then we had a weekend fitness programme, and an afterschool one. None worked! We haven't been successful yet.
Miss Wong – PE Teacher	Well, Tina, let's think of something else. Come on guys, we can't just give up. We've also got funding this year which will help.

General Students

Task Name: History Project – Wonders of the World (Radio Broadcast)
Task Content: The students are learning about the wonders of the world.

Predicting the likely development of the topic
Some students found it difficult to predict what the radio host and her guests would continue to talk about after listening to the interview.

8. Sandra and her guests will most likely continue to talk about _____.

A. Professor Pang's area of study
B. Tony's holiday on the moon
C. graffiti artists in the 7th century BC
D. what the wall looks like from the moon

9EL1 Part 3 Q.8 / 9EL2 Part 2 Q.8

Performance of Non-Chinese Speaking (NCS) Students in Listening 2024

Weaknesses

- extracting and correctly spelling specific information
- predicting the likely development of the topic

Task Name: Golden Films Awards (Interview with Information Sheet)
Task Content: Students have to read the information sheet about Hong Kong Martial Arts Festival.

Extracting specific information
About half of the students were able to identify where the Kung Fu Trek Competition was held.

9. The Kung Fu Trek Competition is held _____.

A. at the press conference
B. in the Fu Shin Temple
C. at the Fashion Institute of Hong Kong
D. in different countries

9EL2 Part 1 Q.9

Richard Chan – Actor	My character, Man Kung, is sent to the Fu Shin Temple to learn from the great master Shao. Man Kung and Shao's daughter Lin become partners. They compete together in The Kung Fu Trek Competition. Lin and Man Kung have lots of adventures as they race to temples in different countries and complete dangerous tasks.

Task Name: History Project – Wonders of the World (Radio Broadcast)
Task Content: The students are learning about the wonders of the world.

Predicting the likely development of the topic
Some students found it difficult to predict what the radio host and her guests would continue to talk about after listening to the interview.

8. Sandra and her guests will most likely continue to talk about _____.

A. Professor Pang's area of study
B. Tony's holiday on the moon
C. graffiti artists in the 7th century BC
D. what the wall looks like from the moon

9EL1 Part 3 Q.8 / 9EL2 Part 2 Q.8

Performance of Students with Special Education Needs (SEN) in Listening 2024

Weaknesses

- extracting and correctly spelling specific information
- making connections between discourse markers
- predicting the likely development of the topic

Students with SEN

Task Name: Healthy Snacks at the School Canteen (Interview)
Task Content: The students are listening to an information session about some healthy snacks to sell at the school canteen.

Extracting specific Information
Students had difficulty in identifying and correctly spelling the specific words.

People can be allergic to:
nuts/eggs/rice/
seeds/fish/corn/
(11) fruit/shellfish & cow's (12) milk among other things

'con', 'nets', 'nack', 'nickes'

'milks', 'milke'

9EL1/3 Part 1 Q.11& 12

Chef Tommy Wong	Sure. People can be allergic to nuts, cow's milk, eggs, rice, seeds, fish and shellfish, corn, fruit... Students with allergies can get really sick or even die if they eat food they are allergic to, so schools can add or delete ingredients.
Pansy – Host of Chef in the Kitchen	Oh yes, an allergic reaction can kill! Can you share some of your recipes with us today, Tommy?

Students with SEN

Task Name: Fitness Programme (Discussion)

Task Content: The students are listening to a recording about fitness programmes for students.

Making connections between ideas with the help of discourse markers

Some students had difficulty in working out what Miss Wong thought might make this year's programme work.

2. The thing Miss Wong mentions that might make this programme work is _____.

A. offering free programmes
B. improving the gym programme
C. having some funding to use
D. studying other classes

9EL1/3 Part 2 Q.2

[Miss Wong – PE Teacher	Let's discuss school-based fitness programmes.
Tina – Student	(*groan*) We try this every year, Miss Wong. There were the free fitness programme and the gym programme. They didn't work. Then we had a weekend fitness programme, and an afterschool one. None worked! We haven't been successful yet.
Miss Wong – PE Teacher	Well, Tina, let's think of something else. Come on guys, we can't just give up. We've also got funding this year which will help.

Conclusions - Listening

- Exposure to a wider range of thematic vocabulary in context
- Exposure to unfamiliar words/phrases/expressions through authentic texts (listed below)
- Exposure to different/authentic spoken texts including, advertisements, poems, dialogues, conversations, podcasts, news, audiobooks, films, public speeches, interviews, debates, …. on a very wide range of topics, including local and world current events, teen issues, hot topics, historical events, everyday events to do with the home, keeping pets, family, special interest, hobbies……
- Exposure to a range of different voices – varying accents, children's voices and a variety of adult voices
- Exposure to a wider range of speeds in spoken texts

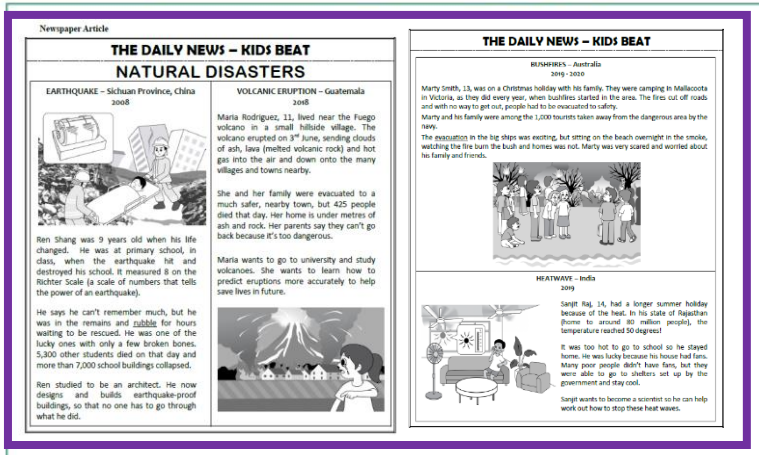
Overall Performance of General Students, Non-Chinese Speaking Students (NCS) and Students with Special Education Needs (SEN) in TSA 2024
Secondary 3 English Language

Reading

Reading – Text Types

2019	2023	2024
Information Texts - newspaper page - article - report - encyclopaedia page, book information and book blurb - magazine extract	**Information Texts** - article - information leaflet - fact sheet - leaflet and map - newspaper article	**Information Texts** - newspaper article - promotional poster - article - encyclopaedia page - newsletter - interview - pamphlet
Narrative Texts - poem	**Narrative Texts** - poem	**Narrative Texts** - poem

Reading – Text Types


Newspaper Article

THE DAILY NEWS – KIDS BEAT

NATURAL DISASTERS

EARTHQUAKE – Sichuan Province, China 2008

Ren Shang was 9 years old when his life changed. He was at primary school, in class, when the earthquake hit and destroyed his school. It measured 8 on the Richter Scale (a scale of numbers that tells the power of an earthquake).

He says he can't remember much, but he was in the remains and rubble for hours waiting to be rescued. He was one of the lucky ones with only a few broken bones. 5,300 other students died on that day and more than 7,000 school buildings collapsed.

Ren studied to be an architect. He now designs and builds earthquake-proof buildings, so that no one has to go through what he did.

VOLCANIC ERUPTION – Guatemala 2018

Maria Rodriguez, 11, lived near the Fuego volcano in a small hillside village. The volcano erupted on 3rd June, sending clouds of ash, lava (melted volcanic rock) and hot gas into the air and down onto the many villages and towns nearby.

She and her family were evacuated to a much safer, nearby town, but 425 people died that day. Her home is under metres of ash and rock. Her parents say they can't go back because it's too dangerous.

Maria wants to go to university and study volcanoes. She wants to learn how to predict eruptions more accurately to help save lives in future.

THE DAILY NEWS – KIDS BEAT

BUSHFIRES – Australia 2019 - 2020

Marty Smith, 13, was on a Christmas holiday with his family. They were camping in Mallacoota in Victoria, as they did every year, when bushfires started in the area. The fires cut off roads and with no way to get out, people had to be evacuated to safety.

Marty and his family were among the 1,000 tourists taken away from the dangerous area by the navy.

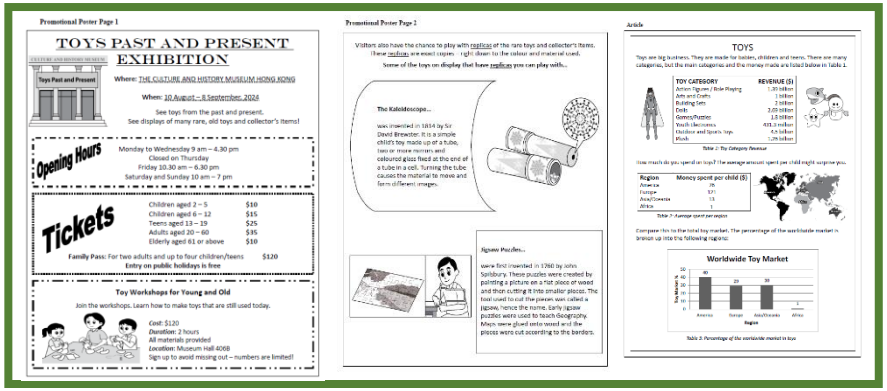
The evacuation in the big ships was exciting, but sitting on the beach overnight in the smoke, watching the fire burn the bush and homes was not. Marty was very scared and worried about his family and friends.

HEATWAVE – India 2019

Sanjit Raj, 14, had a longer summer holiday because of the heat. In his state of Rajasthan (home to around 80 million people), the temperature reached 50 degrees!

It was too hot to go to school so he stayed home. He was lucky because his house had fans. Many poor people didn't have fans, but they were able to go to shelters set up by the government and stay cool.

Sanjit wants to become a scientist so he can help work out how to stop these heat waves.


Promotional Poster Page 1

TOYS PAST AND PRESENT EXHIBITION

Where: THE CULTURE AND HISTORY MUSEUM HONG KONG

When: 10 August – 8 September, 2024

See toys from the past and present.

See displays of many rare, old toys and collector's items!

Opening Hours

Monday to Wednesday 9 am – 4.30 pm
Closed on Thursday
Friday 10.30 am – 6.30 pm
Saturday and Sunday 10 am – 7 pm

Tickets

Children aged 2 – 5	$10
Children aged 6 – 12	$15
Teens aged 13 – 19	$25
Adults aged 20 – 60	$35
Elderly aged 61 or above	$10

Family Pass: For two adults and up to four children/teens $120

Entry on public holidays is free

Toy Workshops for Young and Old

Join the workshops. Learn how to make toys that are still used today.

Cost: $120
Duration: 2 hours
All materials provided
Location: Museum Hall 406B
Sign up to avoid missing out – numbers are limited!

Promotional Poster Page 2

Visitors also have the chance to play with replicas of the rare toys and collector's items. These replicas are exact copies – right down to the colour and material used.

Some of the toys on display that have replicas you can play with...

The Kaleidoscope...

was invented in 1814 by Sir David Brewster. It is a simple child's toy made up of a tube, two or more mirrors and coloured glass fixed at the end of a tube in a cell. Turning the tube causes the materials to move and form different images.

Jigsaw Puzzles...

were first invented in 1760 by John Spilsbury. These puzzles were created by pasting a picture on a flat piece of wood and then cutting it into smaller pieces. The tool used to cut the pieces was called a jigsaw, hence the name. Early jigsaw puzzles were used to teach Geography. Maps were glued onto wood and the pieces were cut according to the borders.

Article

TOYS

Toys are big business. They are made for babies, children and teens. There are many categories, but the main categories and the money made are listed below in Table 1.

TOY CATEGORY	REVENUE ($)
Action figures / Role Playing	1.30 billion
Arts and Crafts	1 billion
Building Sets	2 billion
Dolls	2.03 billion
Games/Puzzles	1.3 billion
Youth electronics	431.1 million
Outdoor and Sports Toys	4.5 billion
Plush	1.24 billion

Table 1: Toy Category Revenue

How much do you spend on toys? The average amount spent per child might surprise you.

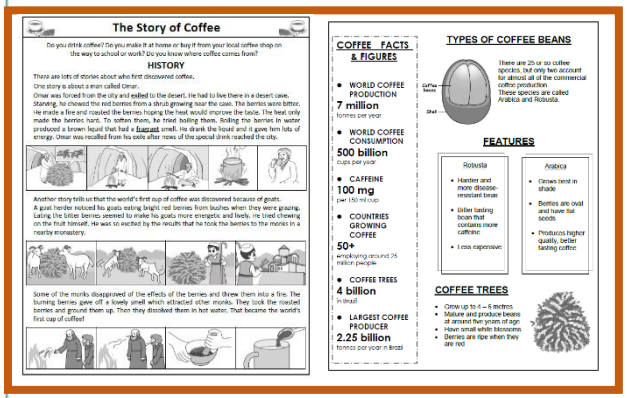
Region	Money spent per child ($)
America	76
Europe	57
Asia/Oceania	53
Africa	4

Table 2: Average spent per region

Compare this to the total toy market. The percentage of the worldwide market is broken up into the following regions:

Worldwide Toy Market

Table 3: Percentage of the worldwide market in toys


The Story of Coffee

Do you drink coffee? Do you make it at home or buy it from your local coffee shop on the way to school or work? Do you know where coffee comes from?

HISTORY

There are lots of stories about who first discovered coffee.

One story is about a man called Omar.

Omar was forced from the city and exiled to the desert. He had to live there in a desert cave. Starving, he chewed the red berries from a shrub growing near the cave. The berries were bitter. He made a fire and roasted the berries hoping the heat would improve the taste. The heat only made the berries hard. To soften them, he tried boiling them. Boiling the berries in water produced a brown liquid that had a fragrant smell. He drank the liquid and it gave him lots of energy. Omar was recalled from his exile after news of the special drink reached the city.

Another story tells us that the world's first cup of coffee was discovered because of goats. A goat herder noticed his goats eating bright red berries from bushes when they were grazing. Eating the bitter berries seemed to make his goats more energetic and lively. He tried chewing on the fruit himself. He was so excited by the results that he took the berries to the monks in a nearby monastery.

Some of the monks disapproved of the effects of the berries and threw them into a fire. The burning berries gave off a lovely smell which attracted other monks. They took the roasted berries and ground them up. Then they dissolved them in hot water. That became the world's first cup of coffee!

COFFEE FACTS & FIGURES

- WORLD COFFEE PRODUCTION: 7 million tonnes per year
- WORLD COFFEE CONSUMPTION: 500 billion cups per year
- CAFFEINE: 100 mg per 150 ml cup
- COUNTRIES GROWING COFFEE: 50+ employing around 25 million people
- COFFEE TREES: 4 billion in Brazil
- LARGEST COFFEE PRODUCER: 2.25 billion tonnes per year in Brazil

TYPES OF COFFEE BEANS

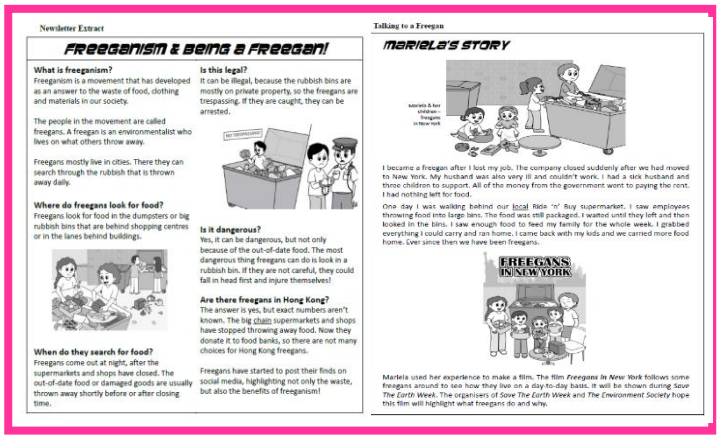
There are 25 or so coffee species, but only two account for almost all of the commercial coffee production. These species are called Arabica and Robusta.

FEATURES

Robusta	Arabica
• Hardier and more disease-resistant bean • Either tasting bean that contains more caffeine • Less expensive	• Grown best in shade • Berries are oval and have flat seeds • Produces higher quality, better tasting coffee

COFFEE TREES

- Grow up to 4 – 6 metres
- Mature and produce beans at around five years of age
- Have small white blossoms
- Berries are ripe when they are red


Newsletter Extract

FREEGANISM & BEING A FREEGAN!

What is freeganism?

Freeganism is a movement that has developed as an answer to the waste of food, clothing and materials in our society.

The people in the movement are called freegans. A freegan is an environmentalist who lives on what others throw away.

Freegans mostly live in cities. There they can search through the rubbish that is thrown away daily.

Where do freegans look for food?

Freegans look for food in the dumpsters or big rubbish bins that are behind shopping centres or in the lanes behind buildings.

When do they search for food?

Freegans come out at night, after the supermarkets and shops have closed. The out-of-date food or damaged goods are usually thrown away shortly before or after closing time.

Is this legal?

It can be illegal, because the rubbish bins are mostly on private property, so the freegans are trespassing. If they are caught, they can be arrested.

Is it dangerous?

Yes, it can be dangerous, but not only because of the out-of-date food. The most dangerous thing freegans can do is look in a rubbish bin. If they are not careful, they could fall in head first and injure themselves!

Are there freegans in Hong Kong?

The answer is yes, but exact numbers aren't known. The big chain supermarkets and shops have stopped throwing away food. Now they donate it to food banks, so there are not many choices for Hong Kong freegans.

Freegans have started to post their finds on social media, highlighting not only the waste, but also the benefits of freeganism!

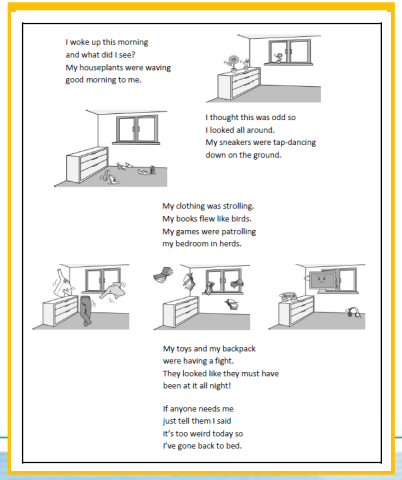
Talking to a Freegan

MARIELA'S STORY

I became a freegan after I lost my job. The company closed suddenly after we had moved to New York. My husband was also very ill and couldn't work. I had a sick husband and three children to support. All of the money from the government went to paying the rent. I had nothing left for food.

One day I was walking behind our local Rite 'n' Buy supermarket. I saw employees throwing food into large bins. The food was still packaged. I waited until they left and then looked in the bins. I saw enough food to feed my family for the whole week. I grabbed everything I could carry and ran home. I came back with my kids and we carried more food home. Ever since then we have been freegans.

Mariela used her experience to make a film. The film *Freegans in New York* follows some freegans around to see how they live on a day-to-day basis. It will be shown during *Save The Earth Week*. The organisers of *Save The Earth Week* and *The Environment Society* hope this film will highlight what freegans do and why.

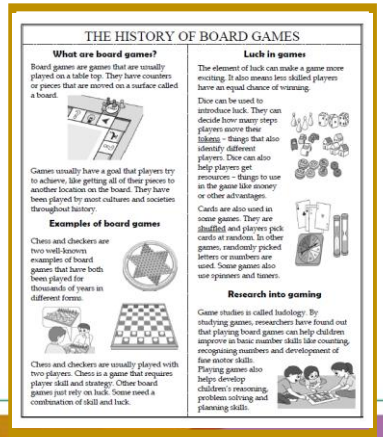

I woke up this morning
and what did I see?
My houseplants were waving
good morning to me.

I thought this was odd so
I looked all around.
My sneakers were tap-dancing
down on the ground.

My clothing was strolling.
My books flew like birds.
My games were patrolling
my bedroom in herds.

My toys and my backpack
were having a fight.
They looked like they must have
been at it all night!

If anyone needs me
just tell them I said
it's too weird today so
I've gone back to bed.


THE HISTORY OF BOARD GAMES

What are board games?

Board games are games that are usually played on a table top. They have counters or pieces that are moved on a surface called a board.

Games usually have a goal that players try to achieve, like getting all of their pieces to another location on the board. They have been played by most cultures and societies throughout history.

Examples of board games

Chess and checkers are two well-known examples of board games that have both been played for thousands of years in different forms.

Chess and checkers are usually played with two players. Chess is a game that requires player skill and strategy. Other board games just rely on luck. Some need a combination of skill and luck.

Luck in games

The element of luck can make a game more exciting. It also means less skilled players have an equal chance of winning.

Dice can be used to introduce luck. They can decide how many steps players move their tokens – things that also identify different players. Dice can also help players get resources – things to use in the game like money or other advantages.

Cards are also used in some games. They are shuffled and players pick cards at random. In other games, randomly picked letters or numbers are used. Some games also use spinners and timers.

Research into gaming

Game studies is called ludology. By studying games, researchers have found out that playing board games can help children improve in basic number skills like counting, recognising numbers and development of fine motor skills.

Playing games also helps develop children's reasoning, problem solving and planning skills.

Performance of General Students in Reading 2024 **Strengths**

- ✓identifying specific information
- ✓using contextual clues
- ✓understanding connection between ideas by identifying a range of cohesive devices
- ✓identifying rhymes
- ✓identifying main ideas
- ✓analysing and integrating relevant points from one or more than one text

Task Name: The Story of Coffee (Pamphlet)

Task Content: The pamphlet covers the origins and facts about coffee.

Identifying specific information

The majority of students were able to work out when coffee trees start to produce beans.

9. Coffee trees will start to produce beans when they are _____ years old.

A. 2
B. 4 ✗
C. 5
D. 6 ✗

COFFEE TREES

- Grow up to 4 – 6 metres ✗
- Mature and produce beans at around five years of age
- Have small white blossoms
- Berries are ripe when they are red



9ER3 Part 1 Q.9

General Students

Task Name: Natural Disasters around the World (Newspaper Article)
Task Content: The newspaper article is about natural disasters around the world and their impacts.

Using contextual clues
The majority of students were able to work out that the temperature in Rajasthan was higher than normal, and that Sanjit had a longer summer holiday as a result.

HEATWAVE

10. The temperature in Rajasthan was _____.

A. normal
B. decreasing
C. too cold
D. hotter than normal

HEATWAVE – India

2019

Sanjit Raj, 14, had a longer summer holiday because of the heat. In his state of Rajasthan (home to around 80 million people), the temperature reached 50 degrees!

9ER1/2 Part 1 Q.10

General Students

Task Name: The History of Board Games (Encyclopaedia Page)

Task Content: The encyclopaedia page is about board games and their benefits for children.

Identifying main ideas

Many students were able to work out that board games are good for children because they can help develop various skills among children.

7. Board games are _____ for children.

A. only suitable
B. good
C. not suitable
D. bad

9ER2 Part 2 Q.7

Research into gaming

Game studies is called ludology. By studying games, researchers have found out that playing board games can help children improve in basic number skills like counting, recognising numbers and development of fine motor skills. Playing games also helps develop children's reasoning, problem solving and planning skills.



Performance of Non-Chinese Speaking (NCS) Students in Reading 2024

Strengths

- ✓ identifying general and specific information
- ✓ identifying rhymes
- ✓ using contextual clues
- ✓ working out the meaning of unknown words and expressions
- ✓ making inferences
- ✓ using knowledge of features of different text types

Task Name: Disasters Around the World (Newspaper Article)

Task Content: The newspaper article is about natural disasters around the world and their impacts.

Working out the meaning of unknown words and expressions

The majority of students were able to identify that an 'evacuation' means moving people from a dangerous place to safety.

9. Both Maria and Marty took part in an 'evacuation'. An 'evacuation' here is _____.

A. going away to university to learn how to save people
B. moving people from a dangerous place to safety
C. going to help people on big ships
D. being saved by scientists

9ER1/2 Part 1 Q.9

BUSHFIRES – Australia

2019 - 2020

Marty Smith, 13, was on a Christmas holiday with his family. They were camping in Mallacoota in Victoria, as they did every year, when bushfires started in the area. The fires cut off roads and with no way to get out, people had to be evacuated to safety.

Marty and his family were among the 1,000 tourists taken away from the dangerous area by the navy.

The evacuation in the big ships was exciting, but sitting on the beach overnight in the smoke, watching the fire burn the bush and homes was not. Marty was very scared and worried about his family and friends.

Task Name: Toys Now and Then (Promotional Poster and Article)
Task Content: The encyclopaedia page is about board games and their benefits for children.

Making inferences
The majority of students were able to work out that the entry to the museum was free on public holidays, and therefore most people would probably prefer to visit on those days.

6. The day most people would probably want to go to the museum is _____.

A. Monday
B. Wednesday
C. Thursday
D. on a public holiday



9ER1 Part 3 Q.6

Task Name: The Story of Coffee (Pamphlet)

Task Content: The pamphlet covers the origins and facts about coffee.

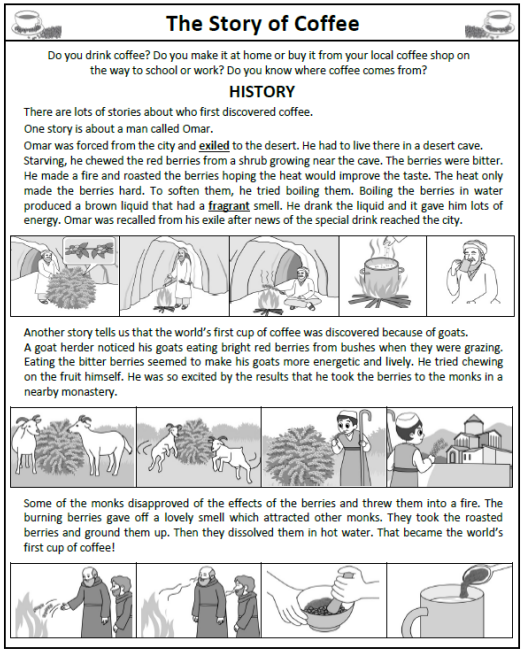
Using knowledge of features of different text types

The majority of students were able to identify that the information in this pamphlet could also appear on a coffee shop poster.

12. The information in this pamphlet could also appear in/on a _____.

A. fashion magazine
B. coffee shop poster
C. dictionary
D. book review

9ER3 Part 1 Q.12



The Story of Coffee

Do you drink coffee? Do you make it at home or buy it from your local coffee shop on the way to school or work? Do you know where coffee comes from?

HISTORY

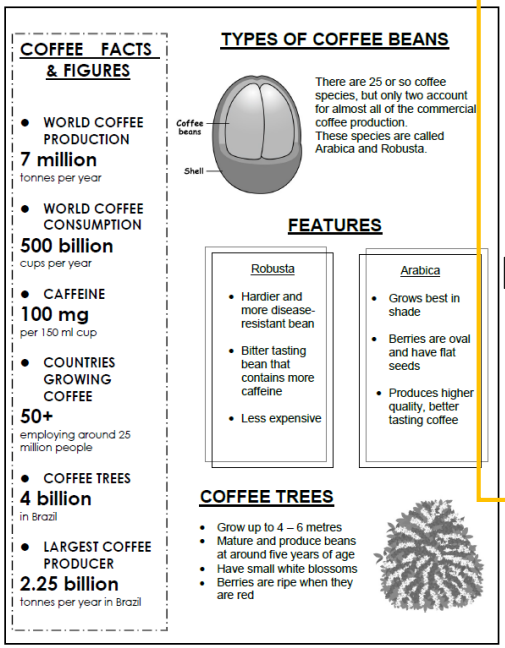
There are lots of stories about who first discovered coffee.

One story is about a man called Omar.

Omar was forced from the city and exiled to the desert. He had to live there in a desert cave. Starving, he chewed the red berries from a shrub growing near the cave. The berries were bitter. He made a fire and roasted the berries hoping the heat would improve the taste. The heat only made the berries hard. To soften them, he tried boiling them. Boiling the berries in water produced a brown liquid that had a fragrant smell. He drank the liquid and it gave him lots of energy. Omar was recalled from his exile after news of the special drink reached the city.

Another story tells us that the world's first cup of coffee was discovered because of goats. A goat herder noticed his goats eating bright red berries from bushes when they were grazing. Eating the bitter berries seemed to make his goats more energetic and lively. He tried chewing on the fruit himself. He was so excited by the results that he took the berries to the monks in a nearby monastery.

Some of the monks disapproved of the effects of the berries and threw them into a fire. The burning berries gave off a lovely smell which attracted other monks. They took the roasted berries and ground them up. Then they dissolved them in hot water. That became the world's first cup of coffee!



COFFEE FACTS & FIGURES

- WORLD COFFEE PRODUCTION
  7 million
  tonnes per year
- WORLD COFFEE CONSUMPTION
  500 billion
  cups per year
- CAFFEINE
  100 mg
  per 150 ml cup
- COUNTRIES GROWING COFFEE
  50+
  employing around 25 million people
- COFFEE TREES
  4 billion
  in Brazil
- LARGEST COFFEE PRODUCER
  2.25 billion
  tonnes per year in Brazil

TYPES OF COFFEE BEANS

Coffee beans
Shell

There are 25 or so coffee species, but only two account for almost all of the commercial coffee production. These species are called Arabica and Robusta.

FEATURES

Robusta
- Hardier and more disease-resistant bean
- Bitter tasting bean that contains more caffeine
- Less expensive

Arabica
- Grows best in shade
- Berries are oval and have flat seeds
- Produces higher quality, better tasting coffee

COFFEE TREES
- Grow up to 4 – 6 metres
- Mature and produce beans at around five years of age
- Have small white blossoms
- Berries are ripe when they are red

heading and subheadings

images, graphs and charts

bullet points

brief text

Performance of Students with Special Education Needs (SEN) in Reading 2024

Strengths

- ✓ sequencing events
- ✓ identifying specific information
- ✓ identifying rhymes
- ✓ analysing and integrating relevant points from one or more than one text

Task Name: I Woke up This Morning

Task Content: The poem is about the strange events that happened after the poet woke up in the morning.

Sequencing events

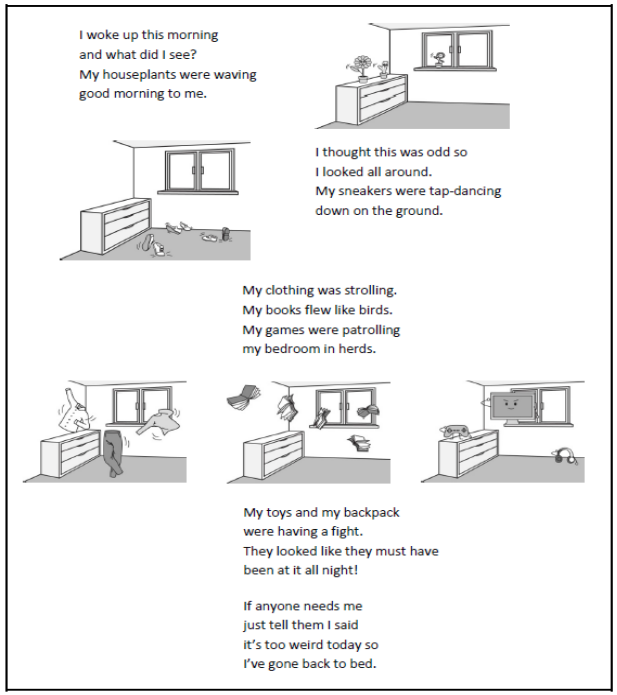
A considerable number of students were able to work out the sequence of strange events that happened after the poet woke up in the morning.

Stanzas One to Five

6. A lot happens in the poem. Put what happens into order.

1. the child goes back to bed
2. the houseplants are waving
3. the child wakes up
4. the books are flying

A. 1→2→3→4
B. 2→4→1→3
C. 3→2→4→1
D. 4→1→3→2



9ER1/3 Part 2 Q.6

Task Name: I Woke up This Morning (Poem)

Task Content: The poem is about the strange events that happened after the poet woke up in the morning.

Identifying rhymes

More than half of the students were able to identify the rhyming words in the poem.

Stanza Two

2. The word that rhymes with 'around' is _____.

A. thought
B. ground
C. looked
D. sneakers



I thought this was odd so
I looked all around.
My sneakers were tap-dancing
down on the ground.

9ER1/3 Part 2 Q.2

Students with SEN

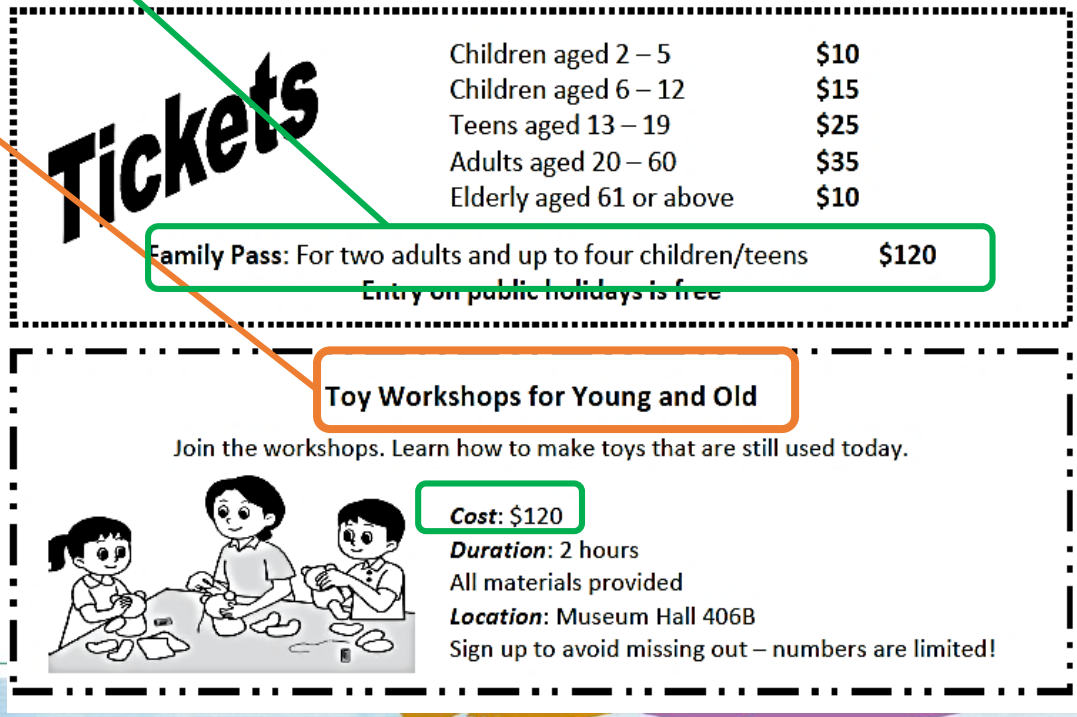
Task Name: Toys Now and Then (Promotional Poster and Article)
Task Content: The task is about toys from the past and present.

Analysing and integrating relevant points from one or more than one text
About half of the students were able to work out that the Toy Workshops for Young and Old cost the same as the price for a family pass and the workshops were for people of all ages.

7. The *Toy Workshops for Young and Old* are _____.

1. the same price as the Family Pass
2. only for teens
3. for people of all ages
4. only held on Thursdays

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



9ER1 Part 3 Q.7

Performance of General Students in Reading 2024 **Weaknesses**

- locating information in simple charts and directories
- using dictionary skills
- understanding connection between ideas by identifying a range of cohesive devices
- identifying details that support main ideas
- identifying sequencing of events
- using knowledge of the world

General Students

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)

Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Understanding the connection between ideas by identifying a range of cohesive devices

Half of the students were able to work out that trespassing on private property is against the law and trespassers can be arrested.

6. If you are a freegan, you could _____.

1. be breaking the law
2. not shop at a food bank
3. fall out of a dumpster
4. be arrested

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

Is this legal?

It can be illegal, because the rubbish bins are mostly on private property, so the freegans are trespassing. If they are caught, they can be arrested.



9ER2/3 Part 3 Q.6

General Students

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)
Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Identifying details that support a main idea
Half of the students were able to work out that freegans also reuse clothes and other goods.

9. The extract focuses on food, but freegans also _____.

A. buy their own dumpsters
B. reuse clothes and other goods
C. use food banks
D. hunt during the day

9ER2/3 Part 3 Q.9

What is freeganism?
Freeganism is a movement that has developed as an answer to the waste of food, clothing and materials in our society.

When do they search for food?
Freegans come out at night, after the supermarkets and shops have closed. The out-of-date food or damaged goods are usually thrown away shortly before or after closing time.

General Students

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)

Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Identifying the sequence of events

About half of the students were able to work out the correc
Mariela.

The company closed suddenly **after** we had moved to New York.
2→ 3 (not 3 → 2) ✗

9ER1 Part 3 Q.12

14. Lots of things happened to Mariela. Put those things into order.

1. She became a freegan and made a film.
2. She moved to New York.
3. The company closed and she lost her job.
4. She saw the food being thrown away.

A. 1→2→3→4
B. 2→3→4→1
C. 3→2→4→1
D. 4→2→3→1

One day,…I saw employees (of the supermarket) throwing food into large bins. The food was still packaged…I grabbed everything I could and ran home. **4**



Mariela used her experience to make a film. **1**

Mariela used her experience to make a film. The film *Freegans in New York* follows some freegans around to see how they live on a day-to-day basis. It will be shown during *Save The Earth Week*. The organisers of *Save The Earth Week* and *The Environment Society* hope this film will highlight what freegans do and why.

I became a freegan after I lost my job. The company closed suddenly after we had moved to New York. My husband was also very ill and couldn't work. I had a sick husband and three children to support. All of the money from the government went to paying the rent. I had nothing left for food.

One day I was walking behind our local Ride 'n' Buy supermarket. I saw employees throwing food into large bins. The food was still packaged. I waited until they left and then looked in the bins. I saw enough food to feed my family for the whole week. I grabbed everything I could carry and ran home. I came back with my kids and we carried more food home. Ever since then we have been freegans.

Ever since then we have been freegans. **1**

General Students

Task Name: The History of Board Games (Encyclopaedia Page)
Task Content: The encyclopaedia page is about board games and their benefits for children.

Using knowledge of the world
About half of the students were able to correctly work out that board games are usually played on a table top as a flat surface is needed to stop the pieces from falling off.

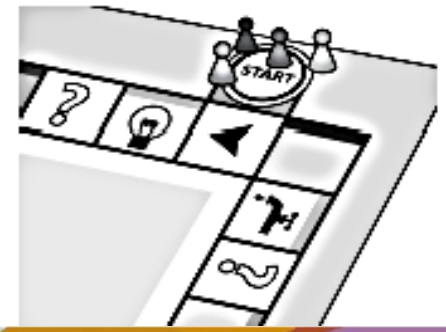
2. Board games are usually played on a table top because _____.

A. they only fit on tables
B. counters can only be moved if they are on a table
C. players cannot sit on the floor to play games
D. a flat surface stops the pieces from falling off

9ER2 Part 2 Q.2

What are board games?

Board games are games that are usually played on a table top. They have counters or pieces that are moved on a surface called a board.



B. counters can be moved as long as there is a flat surface, i.e. not necessarily on a table

Performance of Non-Chinese Speaking (NCS) Students in Reading 2024

Weaknesses

- locating information in simple price lists, charts and directories
- predicting the likely development of the text
- using dictionary skills

Task Name: Toys Now and Then (Promotional Poster and Article)

Task Content: The task is about toys from the past and present.

Locating information in simple charts and directories

Some students found it difficult to identify that 'Youth Electronics' made the least money, and is thus the smallest category of toys.

12. The smallest category of toys is _____.

A. Outdoor and Sports Toys
B. Building Sets
C. Games/Puzzles
D. Youth Electronics

9ER1 Part 3 Q.12

TOY CATEGORY	REVENUE ($)
Action Figures / Role Playing	1.39 billion
Arts and Crafts	1 billion
Building Sets	2 billion
Dolls	2.69 billion
Games/Puzzles	1.8 billion
Youth Electronics	431.3 million
Outdoor and Sports Toys	4.5 billion
Plush	1.26 billion

Task Name: Reducing, Reusing and Recycling
Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Predicting the likely development of the text
Some students found it difficult to predict that the next page of the newsletter would continue to focus on ways to reuse and recycle things to save the environment.

16. The next page of the newsletter will most likely contain _____.

A. a list of the big chain supermarkets and shops
B. details of bin locations in New York
C. other ways to reuse and recycle things to save the environment
D. information on how to become a famous environmentalist

9ER2/3 Part 3 Q.16

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)

Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Using dictionary skills

Some students found it difficult to work out the meaning of the word '*chain*' in the context provided.

7. Look at the word 'chain'. The meaning that best corresponds to this word here is _____.

1. (n) a number of similar businesses, such as banks, theatres or hotels under the same management

   The Triple Eagle Hotel chain just opened another hotel in Hong Kong.

2. (n) a series of metal rings passing through one another

   The chain holding the boat anchor was extremely heavy.

3. (n) a series of things happening one after the other

   The chain of events was what led to the accident that night.

4. (n) something that ties or stops someone or something

   The chain of shyness was what kept him from going out to the party.

A. 1
B. 2
C. 3
D. 4

Are there freegans in Hong Kong?

The answer is yes, but exact numbers aren't known. The big chain supermarkets and shops have stopped throwing away food. Now they donate it to food banks, so there are not many choices for Hong Kong freegans.

9ER2/3 Part 3 Q.7

Performance of Students with Special Education Needs (SEN) in Reading 2024

Weaknesses

- working out the meaning of unknown words and expressions
- locating information in simple price lists, charts and directories
- using dictionary skills
- understanding the connection between ideas by identifying a range of cohesive devices
- identifying details that support a main idea

Students with SEN

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)

Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Understanding the connection between ideas by identifying a range of cohesive devices

Some students found it difficult to work out that trespassing on private property is against the law and trespassers can be arrested.

6. If you are a freegan, you could _____.

1. be breaking the law
2. not shop at a food bank
3. fall out of a dumpster
4. be arrested

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

Is this legal?

It can be illegal, because the rubbish bins are mostly on private property, so the freegans are trespassing. If they are caught, they can be arrested.



9ER2/3 Part 3 Q.6

Students with SEN

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)
Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Identifying details that support a main idea
Some students found it difficult to work out that freegans also reuse clothes and other goods.

9. The extract focuses on food, but freegans also _____.

A. buy their own dumpsters
B. reuse clothes and other goods
C. use food banks
D. hunt during the day

9ER2/3 Part 3 Q.9

What is freeganism?
Freeganism is a movement that has developed as an answer to the waste of food, clothing and materials in our society.

When do they search for food?
Freegans come out at night, after the supermarkets and shops have closed. The out-of-date food or damaged goods are usually thrown away shortly before or after closing time.

Students with SEN

Task Name: Reducing, Reusing and Recycling (Newsletter and Interview)

Task Content: The newsletter and interview are about the freeganism movement and how freegans live.

Using dictionary skills

Some students found it difficult to work out the meaning of the word '*chain*' in the context provided.

7. Look at the word 'chain'. The meaning that best corresponds to this word here is _____.

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   The Triple Eagle Hotel chain just opened another hotel in Hong Kong.

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   The chain holding the boat anchor was extremely heavy.

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B. 2
C. 3
D. 4

Are there freegans in Hong Kong?

The answer is yes, but exact numbers aren't known. The big chain supermarkets and shops have stopped throwing away food. Now they donate it to food banks, so there are not many choices for Hong Kong freegans.

9ER2/3 Part 3 Q.7

Conclusions - Reading

- Expand thematic vocabulary of students in context
- Exposure to different text types – authentic newspaper articles, posters, poems, articles, pamphlets, fact sheets, reviews – books, movies, instructional materials, blogs… and different topics/content both online and in paper format
- Familiar and unfamiliar topic/content materials
- Exposure to different question types and question intents – teach them to look for clues, key words – in the question stem and also in the passages
- Get the students to think of what might come next – what is most likely to follow given the topic?

Overall Performance of General Students, Non-Chinese Speaking Students (NCS) and Students with Special Education Needs (SEN) in TSA 2024
Secondary 3 English Language

Writing

Writing 2024
Strengths

- Most students with good performance in writing demonstrated competence and an attempt to communicate relevant ideas, information, opinions and feelings appropriate to the context and purpose.
- The following student exemplars illustrate students' work with the following characteristics:

✓ relevant content and ideas expressed effectively
✓ adequate overall planning and organization
✓ paragraphs developed with supporting details
✓ coherent links within and between paragraphs
✓ a wider range of vocabulary and language patterns used appropriately
✓ few grammatical, spelling, capitalisation and punctuation mistakes
✓ features used correctly with few tense shifts and a better focus on the subject and event
✓ clear understanding of the audience and format as well as context and purpose

Writing



Strengths

- 9EW1
- 9EW2
- 9EW3

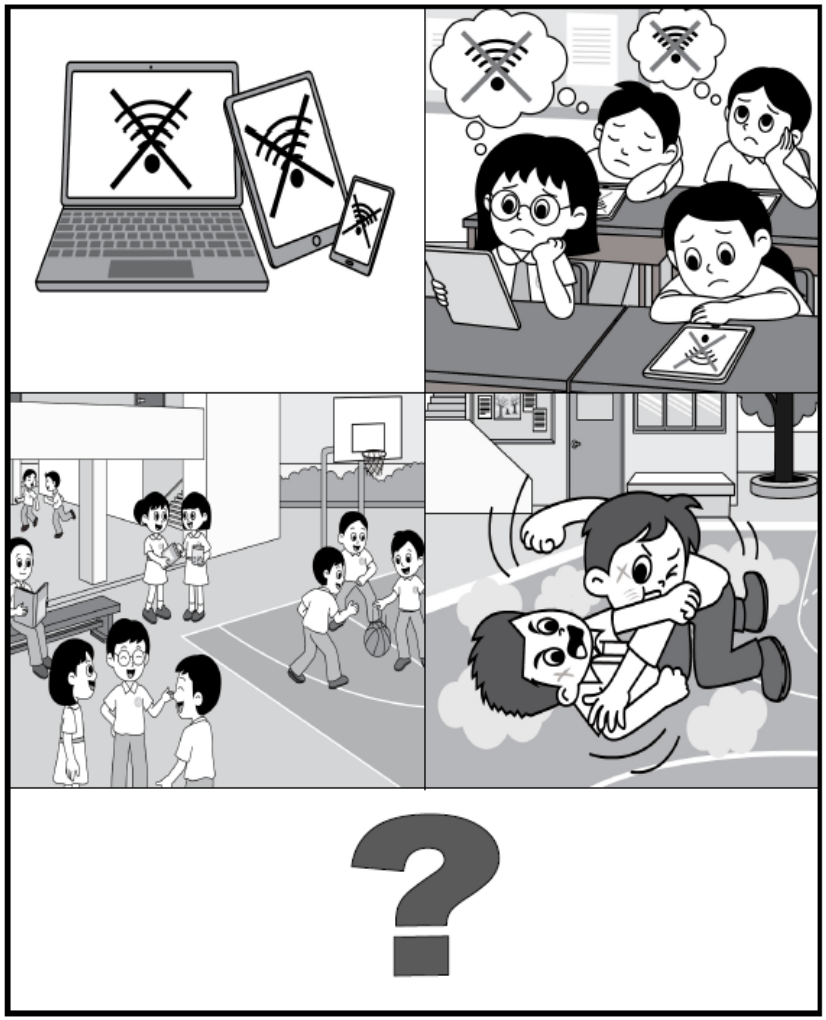
Exemplars and Annotation

(9EW1)
A School Day with No Internet and Phones

In this task, students were asked to write a story about a school day without the Internet and mobile phones. Picture prompts were provided.

Your school turned off the Internet for one day and all phones were banned. Your English teacher has asked you to write about what you did on that day and what happened. Give your story a title.

You may use <u>some</u> of the ideas from the pictures provided and/or <u>your own ideas</u> in your writing. Write your story in about 150 words.



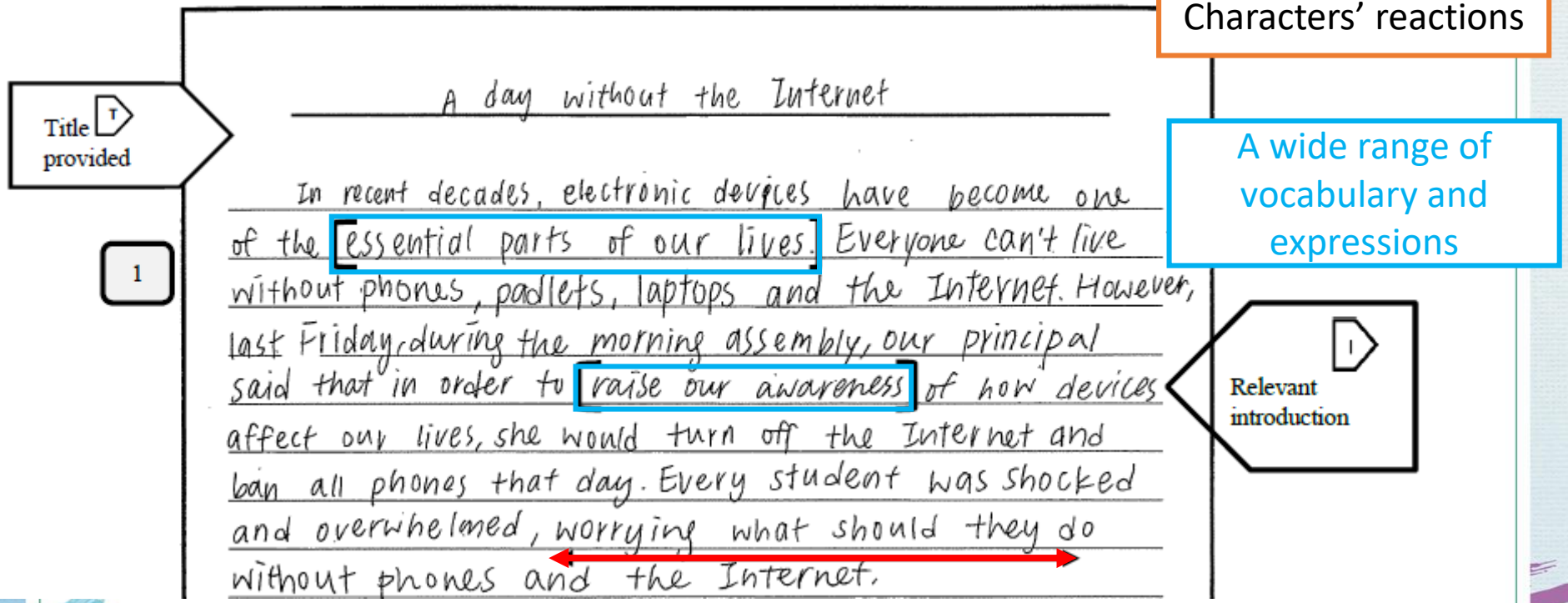
9EW1 – story

Exemplar 1

Title

Setting

Characters' reactions



Title provided T

A day without the Internet

In recent decades, electronic devices have become one of the essential parts of our lives. Everyone can't live without phones, padlets, laptops and the Internet. However, last Friday, during the morning assembly, our principal said that in order to raise our awareness of how devices affect our lives, she would turn off the Internet and ban all phones that day. Every student was shocked and overwhelmed, worrying what should they do without phones and the Internet.

1

Relevant introduction I

A wide range of vocabulary and expressions

worrying about/over what they should do

9EW1 – story

Exemplar 1

Use of temporal markers

A wide range of vocabulary and expressions

Description of characters' actions and thoughts

2

Soon the bell rang. The first lesson of the day started. Everyone took out their iPads as usual but none of them were able to work without the Internet. They looked so frustrated. I was so overwhelmed too. Usually I jot down notes on my iPad but without the Internet, I was unable to do it. Tom at the back of the classroom immediately fell asleep. He usually plays online games on iPad to keep himself awake. Without using iPad, some of the students were more focused than usual, being more attentive during lessons. Although some students were focused, some fell asleep and some just looked at the iPad, which wasn't working, and seemed frustrated.

3

"Ding-Dong!" The recess bell rang. With the Internet, students usually stay at classroom and play online games together. Without the Internet, lots of them stepped out the classroom and enjoyed the fresh air outdoor. went outside to get some fresh air
Boys were playing basketball; girls were sharing their

9EW1 – story

Exemplar 1

Use of temporal markers

A wide range of vocabulary and expressions

Climax

Resolution

Writer's opinion

4

snacks; some were reading and chatting, forming a lively scene outdoor. Suddenly, someone ruined this scene. Tom were punching Andy in his face, they started fighting. Everyone there didn't know what to react. I immediately found Mr. Chan to stop them. Fortunately, the fight didn't remain a long time but their faces were full of bruises. After a while, Mr. Chan asked for the reason of starting the fight. Tom answered Andy has winned the online game over him the previous day. Tom was mad that he lost. And everyone was shocked. Such a childish reason! And Tom and Andy were scolded by the teachers and now they still get some bruises on their faces.

After this day, I realize without the Internet, the connection between people are stronger. And this was a great opportunity for us to learn about the impacts of using electronic devices, both positively and negatively.

the fight did not last long/ the fight stopped soon

Effective conclusion C

9EW1 – story

Exemplar 2

How no electronics effect students

Today morning at school, something unbelieveble happened, something that caused a lot of panic and horror in the classroom. The wifi turned off, and the teachers took our phones for a day, including all our other electronics, Because they believe it is "distracting" us.

Everyone was devastated, Although I see where the teachers are coming from, And they probably have good intentions, It is so stupid to turn the internet off. Now Even they can't use their phones, and students can't use their ipads to learn in class or do e-class work.

Title

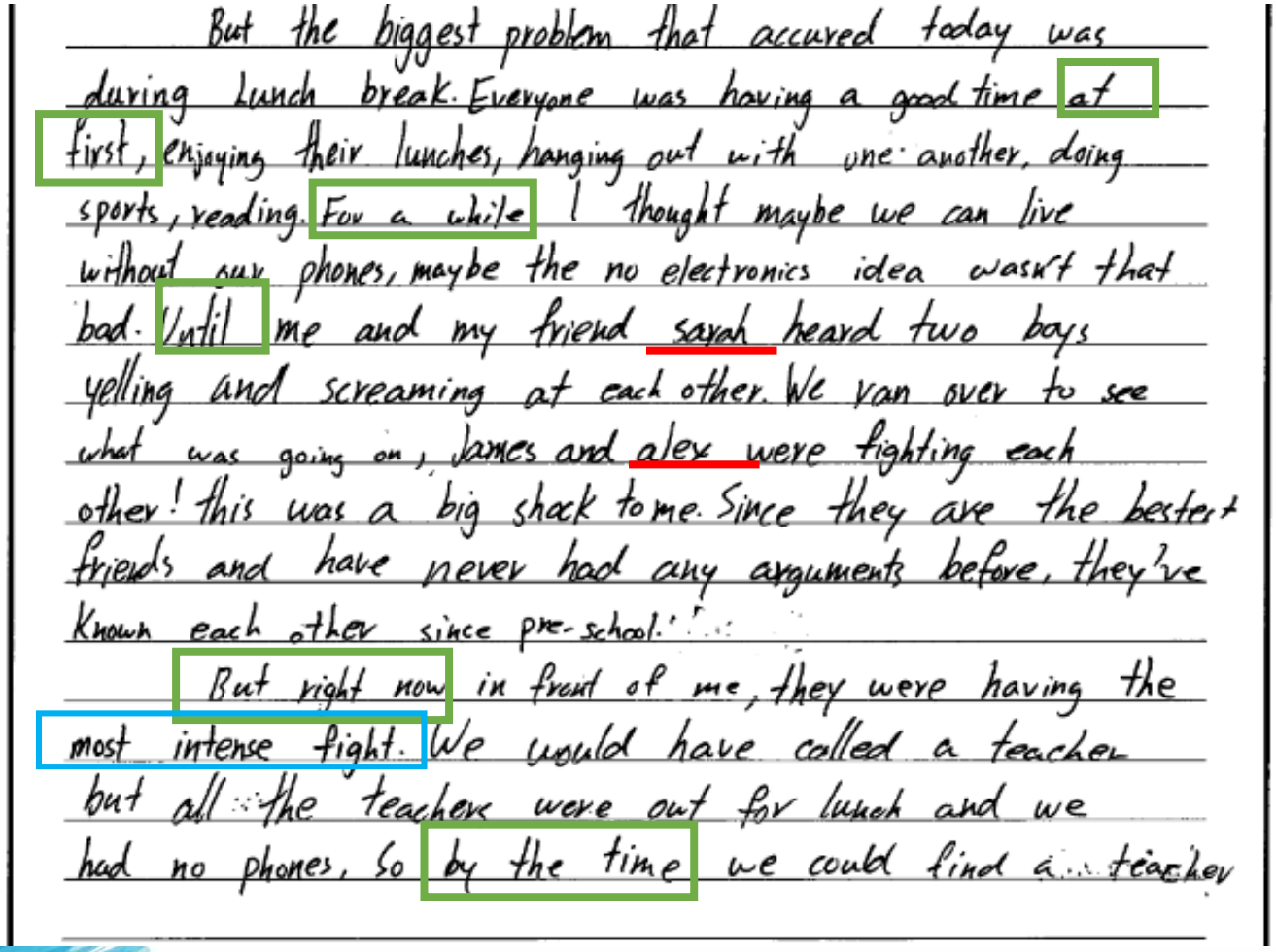
Setting

Characters' reactions

A wide range of vocabulary and expressions

9EW1 – story

Exemplar 2



But the biggest problem that accured today was during lunch break. Everyone was having a good time at first, enjoying their lunches, hanging out with one another, doing sports, reading. For a while I thought maybe we can live without our phones, maybe the no electronics idea wasn't that bad. Until me and my friend sayah heard two boys yelling and screaming at each other. We ran over to see what was going on, James and alex were fighting each other! this was a big shock to me. Since they are the bestest friends and have never had any arguments before, they've known each other since pre-school.

But right now in front of me, they were having the most intense fight. We would have called a teacher but all the teachers were out for lunch and we had no phones, so by the time we could find a teacher

Description of characters' actions and thoughts

Climax

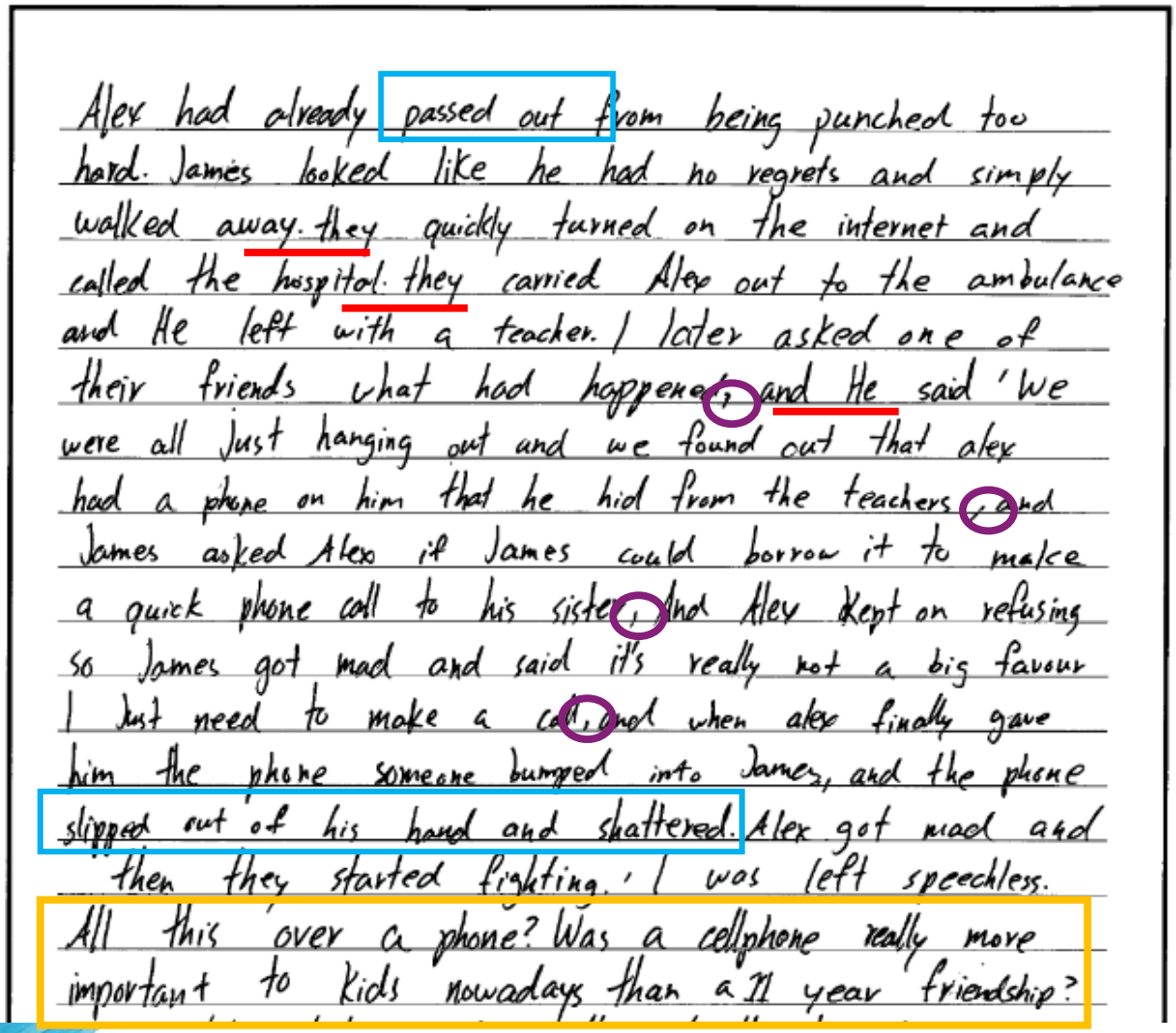
Use of temporal markers

A wide range of vocabulary and expressions

Errors in capitalisation

9EW1 – story

Exemplar 2



Alex had already passed out from being punched too hard. James looked like he had no regrets and simply walked away. they quickly turned on the internet and called the hospital. they carried Alex out to the ambulance and He left with a teacher. / later asked one of their friends what had happened, and He said 'we were all just hanging out and we found out that alex had a phone on him that he hid from the teachers, and James asked Alex if James could borrow it to make a quick phone call to his sister, and Alex kept on refusing so James got mad and said it's really not a big favour I just need to make a call, and when alex finally gave him the phone someone bumped into James, and the phone slipped out of his hand and shattered. Alex got mad and then they started fighting.' I was left speechless. All this over a phone? Was a cellphone really more important to kids nowadays than a 11 year friendship?

A wide range of vocabulary and expressions

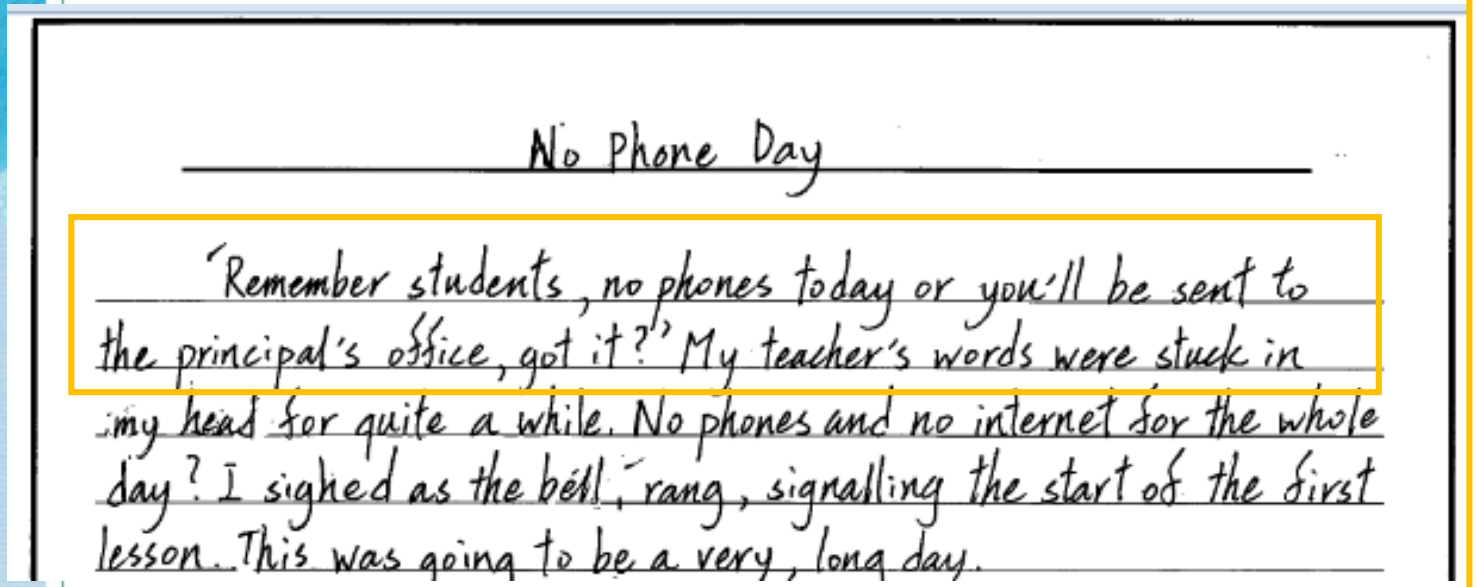
Errors in capitalisation

Overuse of commas

Rhetorical questions

Exemplar 3

9EW1 – story



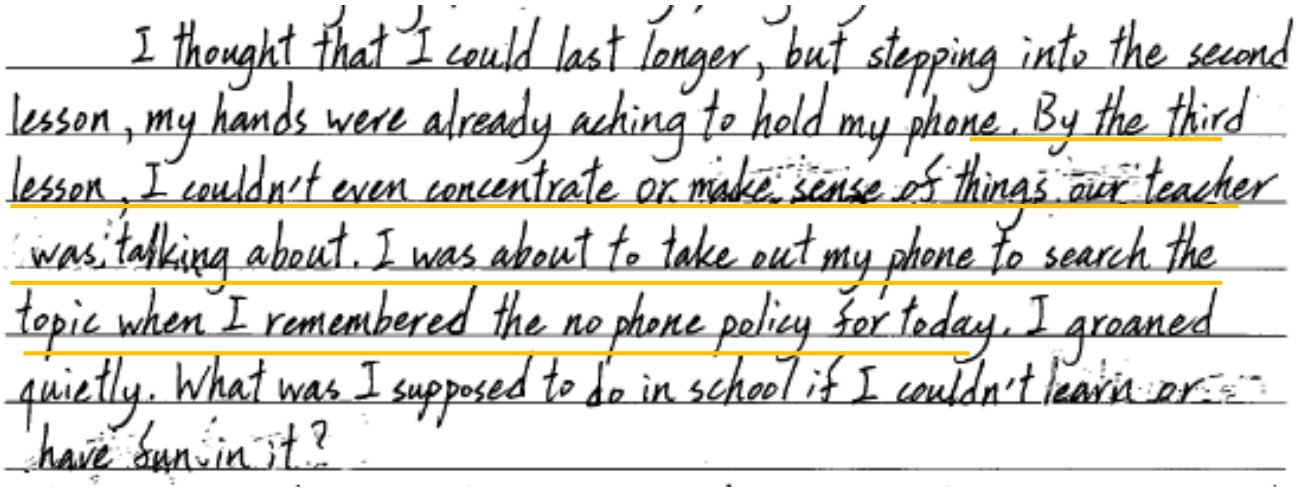
No Phone Day

"Remember students, no phones today or you'll be sent to the principal's office, got it?" My teacher's words were stuck in my head for quite a while. No phones and no internet for the whole day? I sighed as the bell rang, signalling the start of the first lesson. This was going to be a very, long day.

Begin the story with a dialogue that introduces the school day without phones and the Internet

Exemplar 3

9EW1 – story



I thought that I could last longer, but stepping into the second lesson, my hands were already aching to hold my phone. By the third lesson, I couldn't even concentrate or make sense of things our teacher was talking about. I was about to take out my phone to search the topic when I remembered the no phone policy for today. I groaned quietly. What was I supposed to do in school if I couldn't learn or have fun in it?

The writer's reactions and feelings

Exemplar 3

9EW1 – story

Use of temporal markers

Soon, the recess bell rang, and me and my entire class rushed out of the classroom, desperate to get ourselves away from our phones before doing something foolish. I ended up wandering the library. It was a place that I seldom went to, as I've always thought that it was useless, with the internet being a much easier way to entertain myself and search for information. But now, as I picked up a few books to read, including one about the topic I didn't understand earlier, I ended up being so absorbed in them that I didn't notice the bell ring. When I rushed up to my classroom and sat down, I realized that the urge to take out my phone had lessened a lot.

The writer's feelings - the unexpected benefits of a no phone day

Exemplar 3

9EW1 – story

around a lot, passing the ball, sidestepping a competitor, and throwing the ball in the basket for so many times that I lost count. By the end, I was sweating a lot, my body sticky and hot, but I had felt so much happier than if I had just been scrolling on my phone.

As school came to an end, I realized that it was the most productive and happy day I had since entering this school. Maybe this no-phone policy was actually good, as I stopped watching my phone 24/7 after this. something

Includes reflection in conclusion

Without a clear storyline, this reads more like a diary entry

Some strengths to highlight

9EW1

- ✓ **Students didn't just rely on the picture prompts provided; some used their personal experiences and provided detailed descriptions about what happened and the reactions of the characters.**

- ✓ **Students were able to create an engaging story by incorporating story features, such as characters, plot structure, dialogue and a moral.**

Some strengths to highlight

9EW1 – Sentences, Phrases and Vocabulary

- ✓ **Capable students used some good language which made their writing a pleasure to read –**

- ❑ ***Banning the Internet – can't stop us from learning (Title)***
- ❑ ***Our usual fun and engaging in-class learning activities such as Kahoot! or Nearpod were also not allowed!***
- ❑ ***Feeling confused and nervous, we got back to our classroom and had our first 'unusual lesson'.***
- ❑ ***The inconvenience was pushing many of us to the verge of rage.***
- ❑ ***As the bell that dismisses us from school rang, we were hoping for even more time to stay and some students were not planning to leave school.***
- ❑ ***We started to feel optimistic about this unpredictable event as we were having a chance to reconstruct our bonds with one another.***

Some errors to ponder

9EW1

Some of the students didn't know what to write or had no idea of how to write a story.

Some basic features of a story, such as characters, plot structure and dialogue, were not evident.

Vocabulary and expressions

Students still have difficulty using correct **spelling**, **past tense** as well as the **singular** and **plural forms**

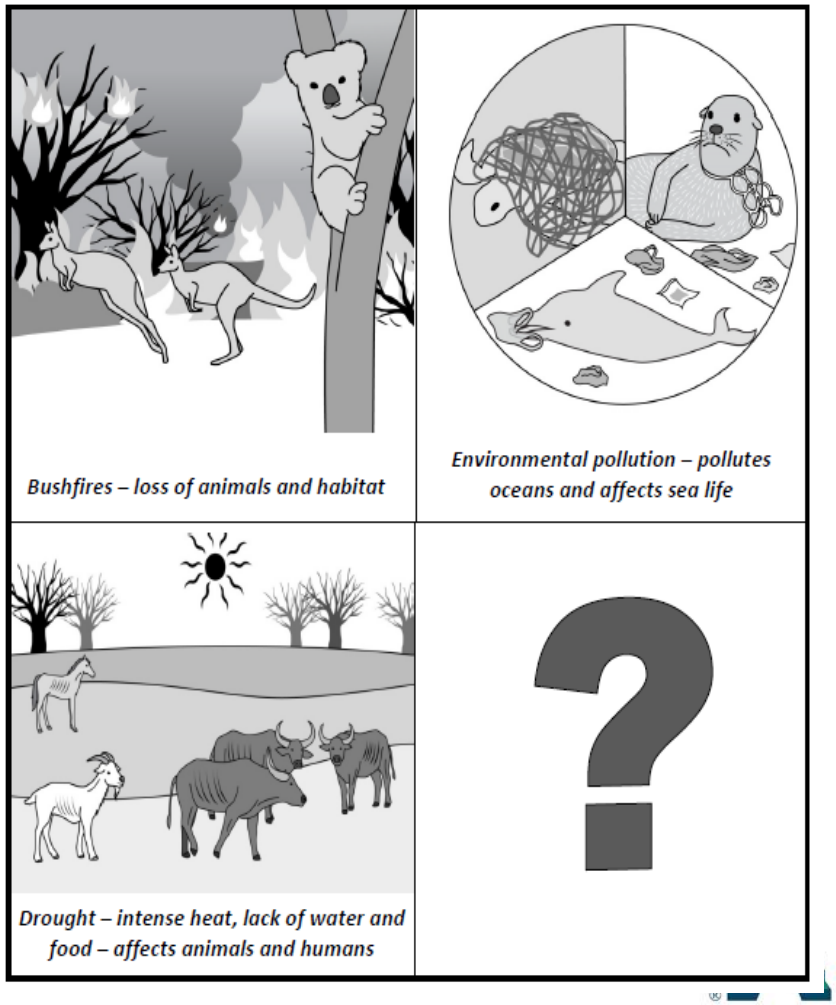
- *many student* instead of *many students*
- *resets* instead of *recesses*
- *fright* instead of *fight*
- *reading book and eat snacks* instead of *were reading books and eating snacks*
- *baskball* instead of *basketball*
- *perent* instead of *parents*

(9EW2)
Helping to Save the Environment

In this task, students were asked to write a speech about environmental problems, their causes and possible solutions. Picture prompts were provided.

You have been learning about environmental disasters in class. You have been asked to write a speech for the special Environmental Awareness School Assembly about the damage done to the environment. Write about some environmental problems, their causes and possible solutions. Include information on what students and schools in Hong Kong can do to protect the environment. Give your speech a title.

You may use <u>some</u> of the ideas from the information provided and/or <u>your own ideas</u> in your writing. Write your speech in about 150 words.



9EW2 – Speech

Exemplar 4

Title provided 1

The Harm ~~We~~ We Have Caused Nature, And How You Can

Hello, my fellow classmates. As you may all be aware, this is the special Environmental Awareness School Assembly. I would like to present a speech to begin.

As we live our everyday lives, ~~we may~~ we often do things that pollute or damage the environment without even noticing. These things can be as small as a visit to the bathroom or throwing away a disposable, but ultimately can damage the environment as everyone collectively do them. However, there is a solution. You can help and contribute today, and its as easy as simply learning how to do so as an everyday good habit. You can instead of disposing your disposables, put them into a recycling bin. Keep in mind, while not all disposables are recyclable ones made of plastic, paper, and metal usually are. This allows us to reduce the amount of everyday environmental damage we all cause, collectively and we can all have the goal of a healthier environment realised as landfills do not

1

Suitable introduction 1

Greeting

A clear introduction that includes the reason for the speech.

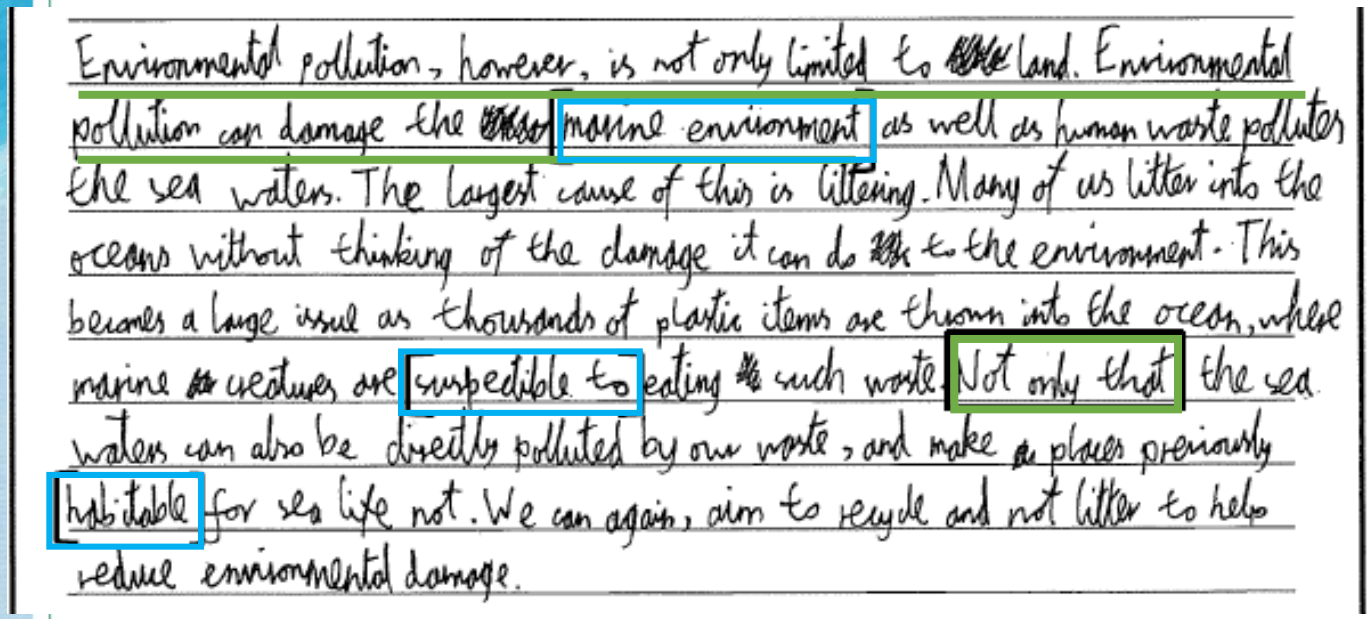
Problem → Solutions

Effective use of connectives

A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 4



Environmental pollution, however, is not only limited to land. Environmental pollution can damage the marine environment as well as human waste pollutes the sea waters. The largest cause of this is littering. Many of us litter into the oceans without thinking of the damage it can do to the environment. This becomes a large issue as thousands of plastic items are thrown into the ocean, where marine creatures are susceptible to eating such waste. Not only that the sea waters can also be directly polluted by our waste, and make places previously habitable for sea life not. We can again, aim to recycle and not litter to help reduce environmental damage.

Problem → Solutions

Connection between paragraphs

A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 4

3

Global warming, which is

One last example of a type of Environmental damage we cause is via air pollution. Air pollution comes in the form of greenhouse gasses. These greenhouse gasses damage the environment on a global scale as we use our everyday vehicles such as cars, we pollute the air that we breathe around us while also having the gasses trapped in Earth's atmosphere. This is a large issue as it traps the heat from the Sun on Earth, which heats up global temperatures, causing chains of disasters such as tornadoes, drought, and floods. Global Warming also causes the melting of Antarctica, which may threaten the life of many species as the habitat of animals in Antarctica shrinks, and ocean levels rise. We can contribute to solving this issue by reducing the amount of greenhouse gasses we make. Instead of travelling by car, try something eco friendly such as a bicycle.

In conclusion we can all reduce harm done to the environment together. Thank you for listening to my speech.

C Short conclusion

Problem → Solutions

Connection between paragraphs

A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 5

Environmental Awareness speach

Ladies and Gentlemen, it is an honour to have you all here for our Environmental Awareness School Assembly. Today, I will be talking about the problems of environmental disasters, how it affects the wildlife, how can we solve it and how we as individuals can help. So without further to do, let us begin.

Title

Greeting

A clear introduction that states its purposes

9EW2 – Speech

Exemplar 5

In this day and age, we often do things without thinking twice for example, you've finished using your plastic bag and you decide to throw You are unknowingly contributing to the ever growing amount of plastic in the Oceans. Another example is when you dump leftover food, where do you think the waste will go? Did you really believed that it would magically disapear? Our actions always have consequences and we should learn to think before we do. It is estimated by scientists that there are billions and billions of plastic floating in the seas, of which millions of sea creatures die an unfortunet death. However, it is not all environmental disasters that one individual could make a difference favor

Do you really believe that it will magically disappear?

The causes of the environmental problems

The damage done to the environment

Use of rhetorical questions

A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 5

Which brings me to my next point, actual environmental disasters, for example, Bushfires and Droughts. Bushfires are fires that spark in forests which leads to loss of animals and habitats. Droughts are an intense amount heat followed by lack of water and food, it affects both animals and humans. Due to global warming these environmental disasters have been more frequent and powerful. Experts say that the amount of Droughts this summer have increased by a whopping 40%, and it is only expected that the numbers will grow. Consequently, it will also affect us if we don't try to alleviate global warming.

But of course, there are also disaster that we

The causes of the environmental problems

The damage done to the environment

Connection between paragraphs

a wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 5

completely cannot control such as volcanic eruptions and earthquakes. Though they aren't as threatening to the wildlife as plastic pollution and droughts.

Now that we have covered the effects of these dangerous disasters, let us see what we can do to solve these. First, plastic pollution. It is important to note that we can't clean up the ocean in one swoop but we can reduce the amount of plastic we throw away. One solution is to bring your own reusable bags and water bottles. Companies should also look into other alternatives for plastic like paper or clothing. Second, droughts and bushfires. We can't prevent them from happening completely but we can reduce their frequency and destructivity by mitigating global warming. We can help by stop using public cars and switching to public transport. However, since most carbon emissions come from factories, it is important for them to rely on technology to at least reduce the amount of emissions they release.

Possible solutions

Connection between paragraphs

A wide range of topic specific vocabulary and expressions

9EW2 – Speech

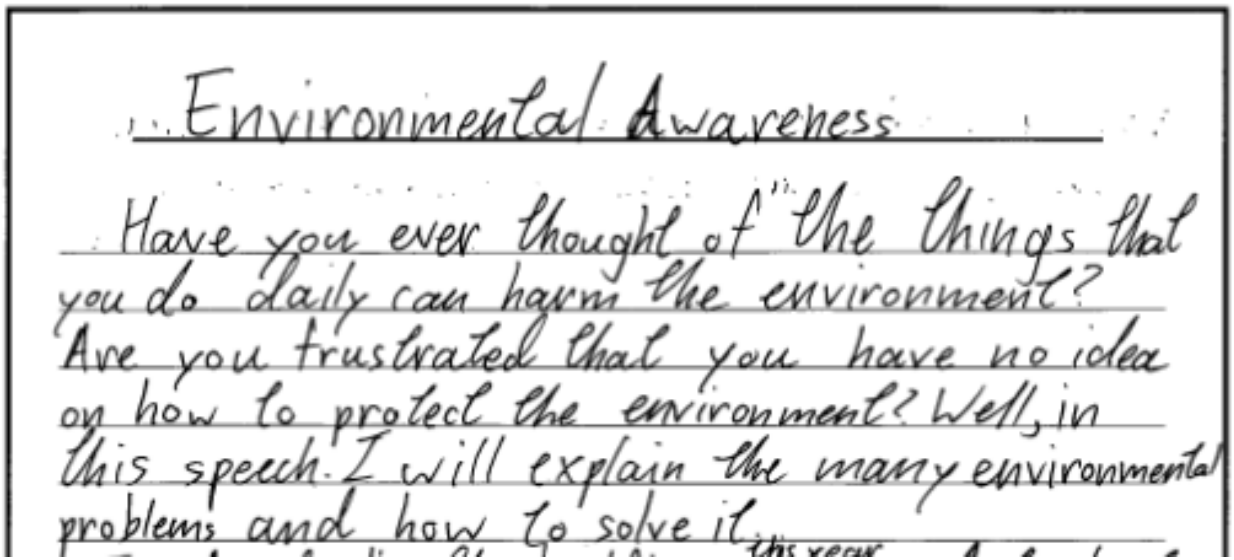
Exemplar 5

Even if you think you can't make a difference, small things add up to big things. Keep this mindset and soon, the world may become a better place. Thank you for listening to my presentation.

A closing paragraph with a brief call to action

9EW2 – Speech

Exemplar 6



Environmental Awareness

Have you ever thought of the things that you do daily can harm the environment? Are you frustrated that you have no idea on how to protect the environment? Well, in this speech I will explain the many environmental problems and how to solve it.

Start with questions to capture attention

A clear introduction that states the purposes of the speech

9EW2 – Speech

Exemplar 6

Problem → Solutions

In Australia, the bushfires this year compared to last year has skyrocketed. This is because of the pollution cause by us. ~~We~~ ~~Red~~ ~~which~~ ~~leads~~ ~~to~~ ~~this~~ The toxic gas emitted by cars contributes to air pollution and global warming which means that bushfires will become more frequent. This leads to many animals losing their habitat and their lives. ~~We could prevent~~ But if we were to work together, we may be able to prevent this from happening. We could use less cars by taking public transport or by walking. We can reduce our carbon ~~to~~ footprint this way.



Bushfires – loss of animals and habitat

Connection within the paragraph

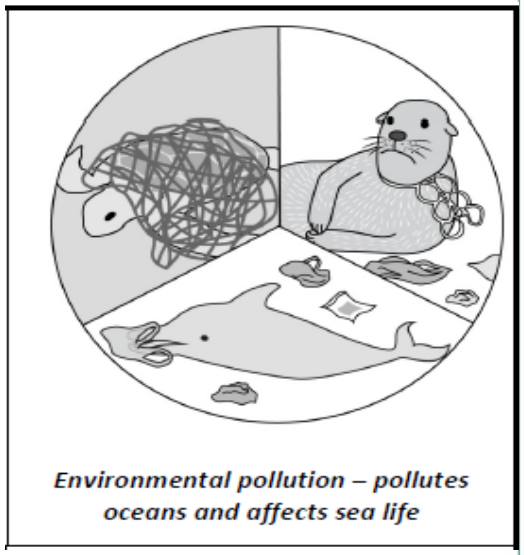
A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 6

Problem → Solutions

The sea is no safe either. We usually throw our ~~rubbish~~ plastic into rubbish bins, however that ~~rubbish~~ plastic might end up in the sea leading to many animals suffocating to the plastic ~~or rubbish~~. Not only it affects the sea creatures but it also affects us. If a fish were to accidently eat plastic and fishermen caught it, we would be eating a fish full of plastics. To prevent this, we could recycle our plastic or reusing them to give plastic another purpose instead of becoming a marine animal's cause of death.



Environmental pollution – pollutes oceans and affects sea life

Connection within the paragraph

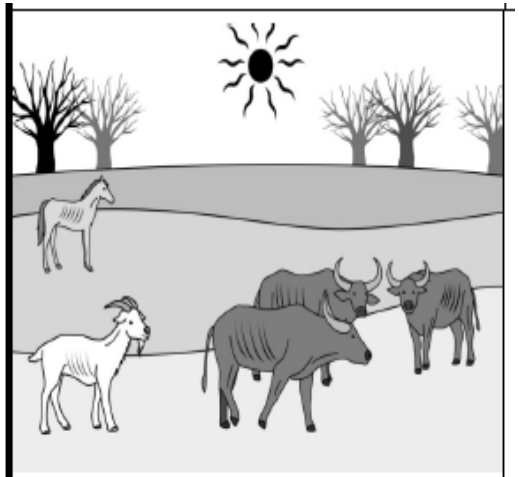
A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 6

Problem → Solutions

Besides bushfires and environmental pollution. There are droughts too. Because of the intense heat and the lack of water, many animals and people will starve to death or die due to dehydration. Because of the air pollution, the ozone-layer which protects us from the sun is damaged. This leads to more rapid droughts and causing many deaths and tragedys. In order to prevent this from happening. We can do our best in raising public's awareness about global warming. We can teach them how to protect the environment while doing the same



Drought – intense heat, lack of water and food – affects animals and humans

Connection within the paragraph

A wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 6

Problem → Solutions



Lastly, due to us throwing so much ~~garbage~~ trash. The landfills are ~~our~~ overflowing. This can cause less places for us to build and the animals will lose their habitat. We can prevent this by reducing our garbage daily. We can use reusable cutlery instead ~~of~~ of disposable ones. There are also biodegradable products for us to use. This will help us to save the environment.

a wide range of topic specific vocabulary and expressions

9EW2 – Speech

Exemplar 6

Everybody is living on planet earth. If we were to do not do complete our part in protecting it. We would be taking the homes of many people and animals. Hopefully if we practise the 4Rs which are reduce, reuse, recycle and repurpose. I'm sure that the environment will become much more beautiful.

A closing paragraph with a brief call to action

Some strengths to highlight

9EW2

- ✓ Capable students used the prompts as a starting point but added their own ideas and also their prior knowledge to provide relevant information about the environmental problems and feasible solutions.

Some strengths to highlight

9EW2 – Issues and Solutions

	Causes	Solutions
Environmental problems	*"Factories illegally release sewage to the ocean. These industrial waste contains heavy metal like mercury which is extremely toxic."*	*"Governments from all round the globe should gather and take tougher measures on monitoring illegal industrial activities."*
Environmental problems	*" We consume a lot of plastic in our daily lives. However, if it is not treated properly in waste treatment facilities, it may flow out to the ocean. As it is non-degradable, it needs at least 450 years to be degraded. It breaks into small pieces and poses threats to marine lives. Animals may be trapped with plastic tape and suffocate on bottle caps."*	*"We must apply the 4Rs principle – Recycle, Reuse, Reduce and Replace…As a result, it helps lower the number of plastic waste in the ocean and reduces the possibility of marine animals being trapped by plastics."*

Some strengths to highlight

9EW2 – Issues and Solutions

	Causes	Solutions
Drought	*"An increase in temperature exacerbates the drought conditions in some dry regions…the animals and humans living there suffer from intense heat, as well as a lack of water and food."*	*"We cannot prevent droughts from happening completely but we can reduce their frequency by mitigating global warming. We can help by stop using private cars and switching to public transport…"*
Bushfires	*"Bushfires, either driven by intense heat or human acts of burning to obtain farmlands, cause massive damage to forests. The fires destroy habitats and even kill animals."*	*"We can donate to trustworthy non-profit organisations that are responsible for environmental protection. It is our duty to protect the Earth so that creatures and humans do not cease to exist."*

Some errors to ponder

9EW2

- Some of the students didn't know what to write or had no idea of how to properly start and end the speech.
- Some titles failed to accurately reflect the content of the speech.
- No proper opening and closing of a speech

Vocabulary and expressions

Students still have difficulty using correct **spelling**, **present tense** as well as the **singular** and **plural forms**

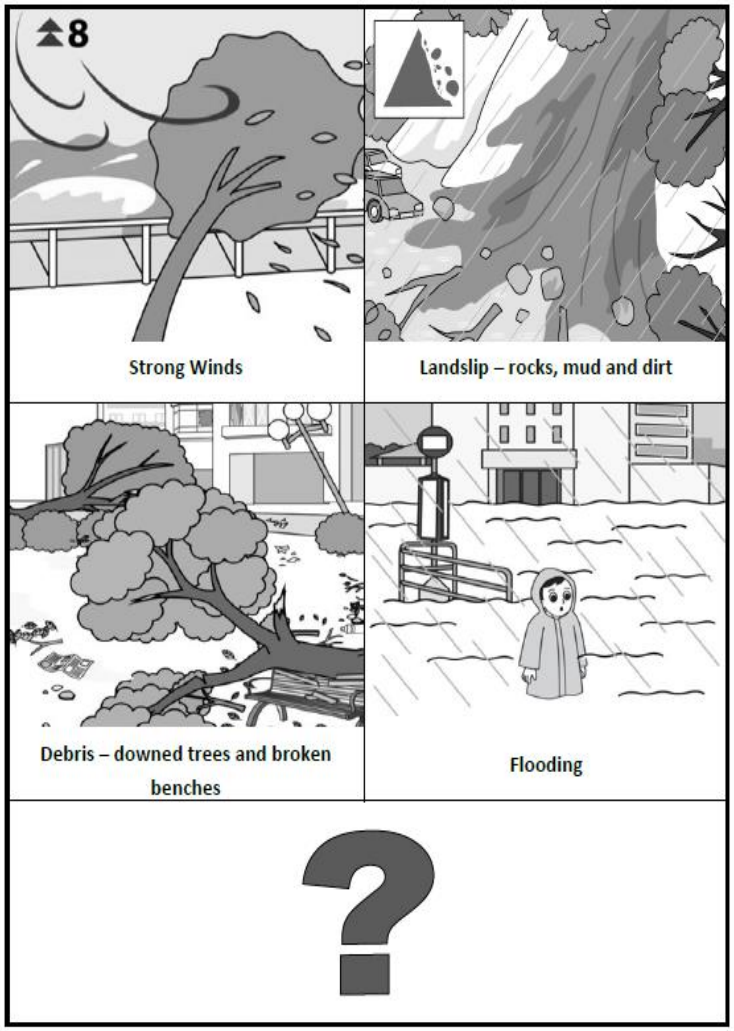
- *the earth* instead of *the Earth*
- *too much rubbishs* instead of *too much rubbish*
- *air-conditionors* instead of *air-conditioners*
- *Dolphen* instead of *dolphins*

(9EW3) Typhoons in Hong Kong

In this task, students were asked to write an article about what happens to Hong Kong when typhoons hit. Picture prompts were provided.

The last typhoon that hit Hong Kong injured some people and caused a lot of damage. You have been asked to write an article for an overseas student magazine, explaining what happens in Hong Kong when typhoons hit, the dangers of typhoons and the damage they can cause. You should also mention the things people should and should not do to stay safe on typhoon days. Give your article a title.

You may use <u>some</u> of the ideas from the pictures and/or <u>your own ideas</u> in your writing. Write the article in about 150 words.



9EW3 – Article

Exemplar 7

Mother Nature's Typhoon

As the strong winds emerges Hong Kong with clashes of sounds and chaos, this is what we call a typhoon. Hong Kong typhoons can go as high as typhoon signal ten, it's terrifyingly intense that it will injure some people and cause a heavy load of damage. Therefore, we must be cautious and careful when a typhoon hits Hong Kong.

A title

A clear introduction that outlines the main ideas of the article

Effective use of connectives

A wide range of topic specific vocabulary and expressions

9EW3 – Article

Exemplar 7

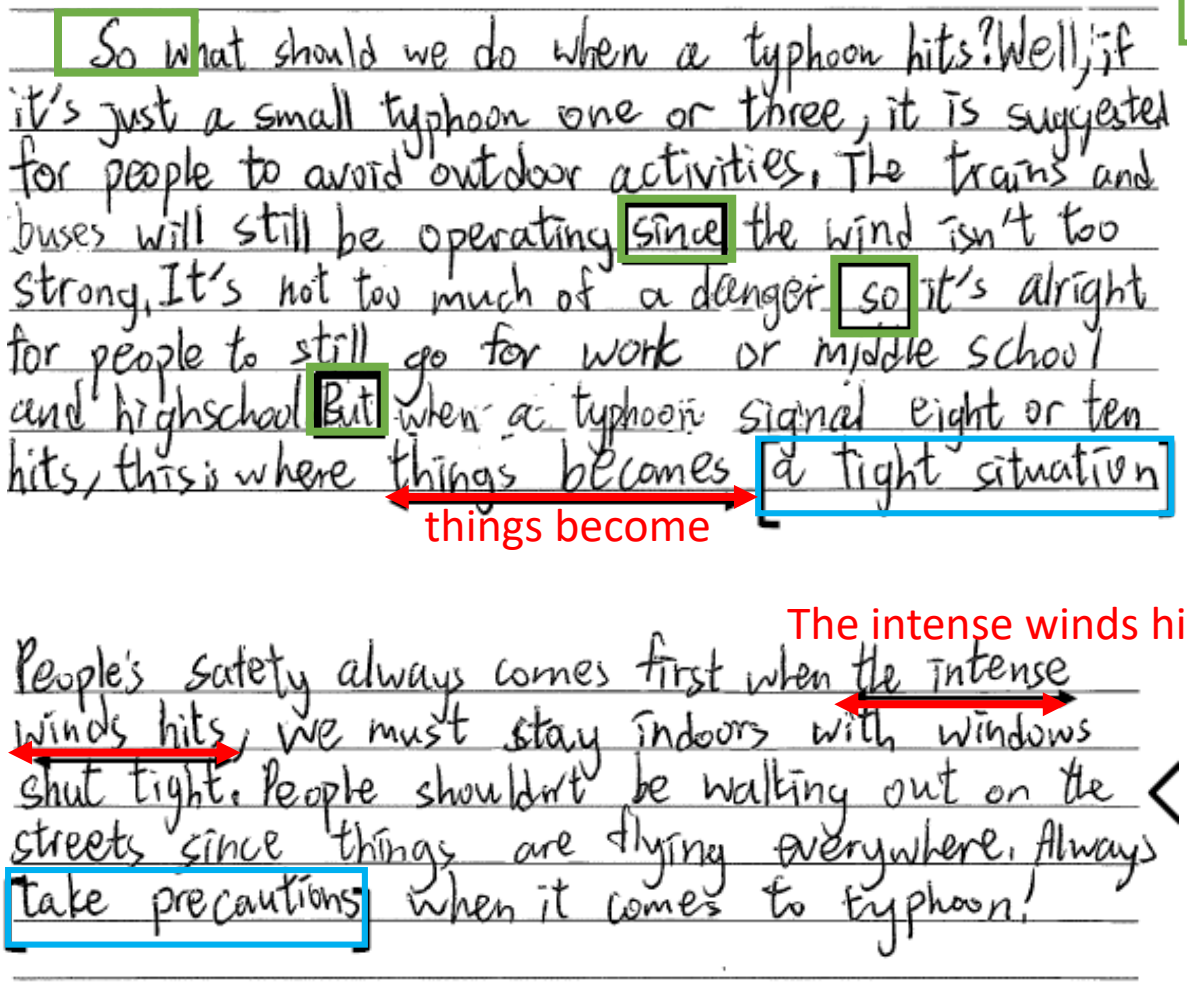
Such dangers impacts the lands of Hong Kong, causing landslips, debris and even flooding in worst cases. Mother nature is no joke when a typhoon eight or ten is formed, cars can't move properly or are flooded, trains have to be postponed or cancelled, pedestrians are suggested to stay indoors. It is absolute chaos if you look outside, you might even spot a flying underwear! One moment it's cloudy and the moment you blink your eyes, you'll see rocks, mud, dirt and a piercing blow of gust forcing you to fall.

A detailed description about what happens in Hong Kong when typhoons hit

A wide range of topic specific vocabulary and expressions

9EW3 – Article

Exemplar 7



So what should we do when a typhoon hits? Well, if it's just a small typhoon one or three, it is suggested for people to avoid outdoor activities. The trains and buses will still be operating since the wind isn't too strong. It's not too much of a danger so it's alright for people to still go for work or middle school and highschool But when a typhoon signal eight or ten hits, this is where things becomes a tight situation

things become

The intense winds hit

People's safety always comes first when the intense winds hits, we must stay indoors with windows shut tight. People shouldn't be walking out on the streets since things are flying everywhere. Always take precautions when it comes to typhoon!

Effective use of connectives

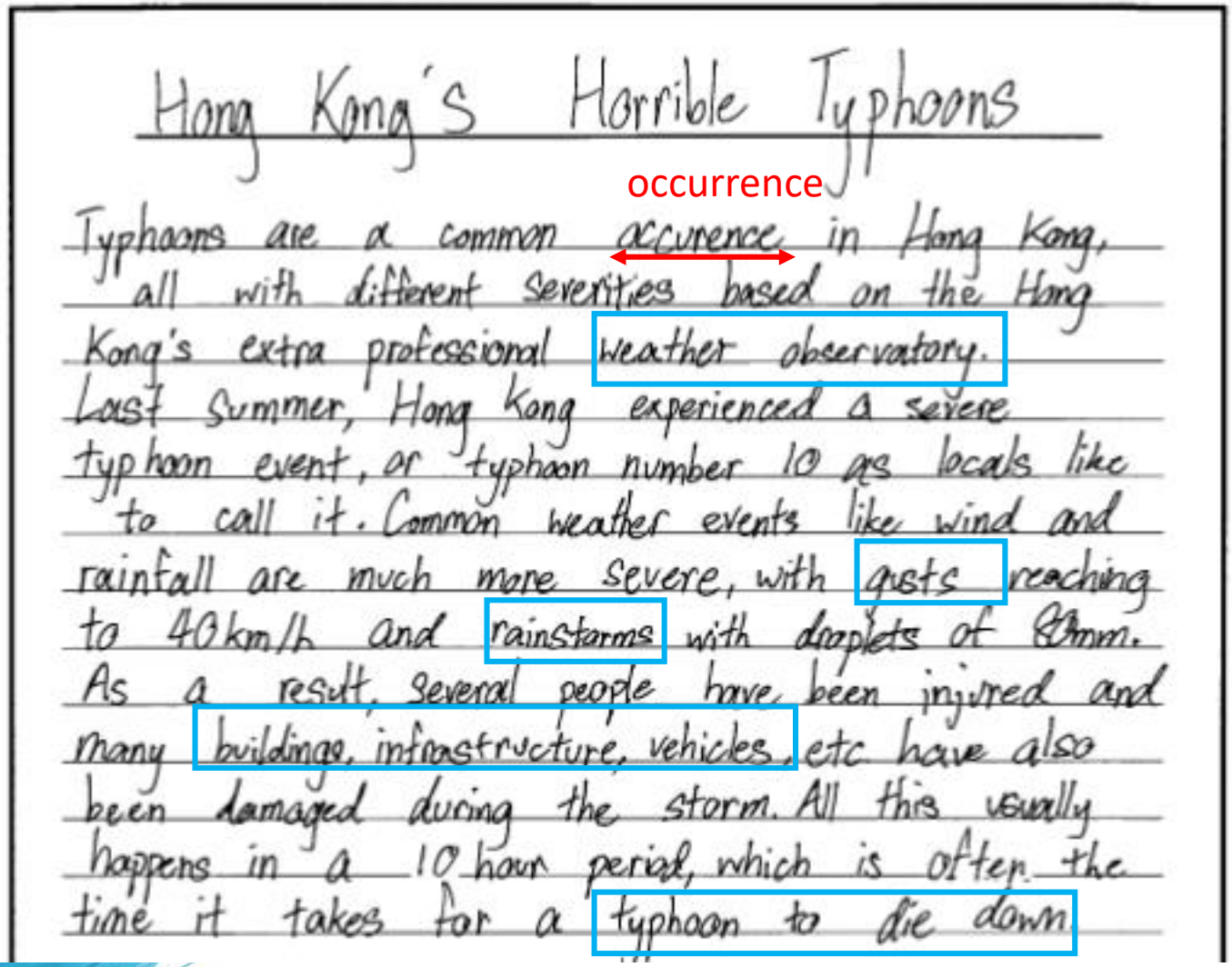
Advice: things people should and should not do to stay safe on typhoon days

Errors in subject/verb agreement

A wide range of topic specific vocabulary and expressions

9EW3 – Article

Exemplar 8



Hong Kong's Horrible Typhoons

occurrence

Typhoons are a common accurence in Hong Kong, all with different severities based on the Hong Kong's extra professional weather observatory. Last summer, Hong Kong experienced a severe typhoon event, or typhoon number 10 as locals like to call it. Common weather events like wind and rainfall are much more severe, with gusts reaching to 40km/h and rainstorms with droplets of 8mm. As a result, several people have been injured and many buildings, infrastructure, vehicles, etc have also been damaged during the storm. All this usually happens in a 10 hour period, which is often the time it takes for a typhoon to die down.

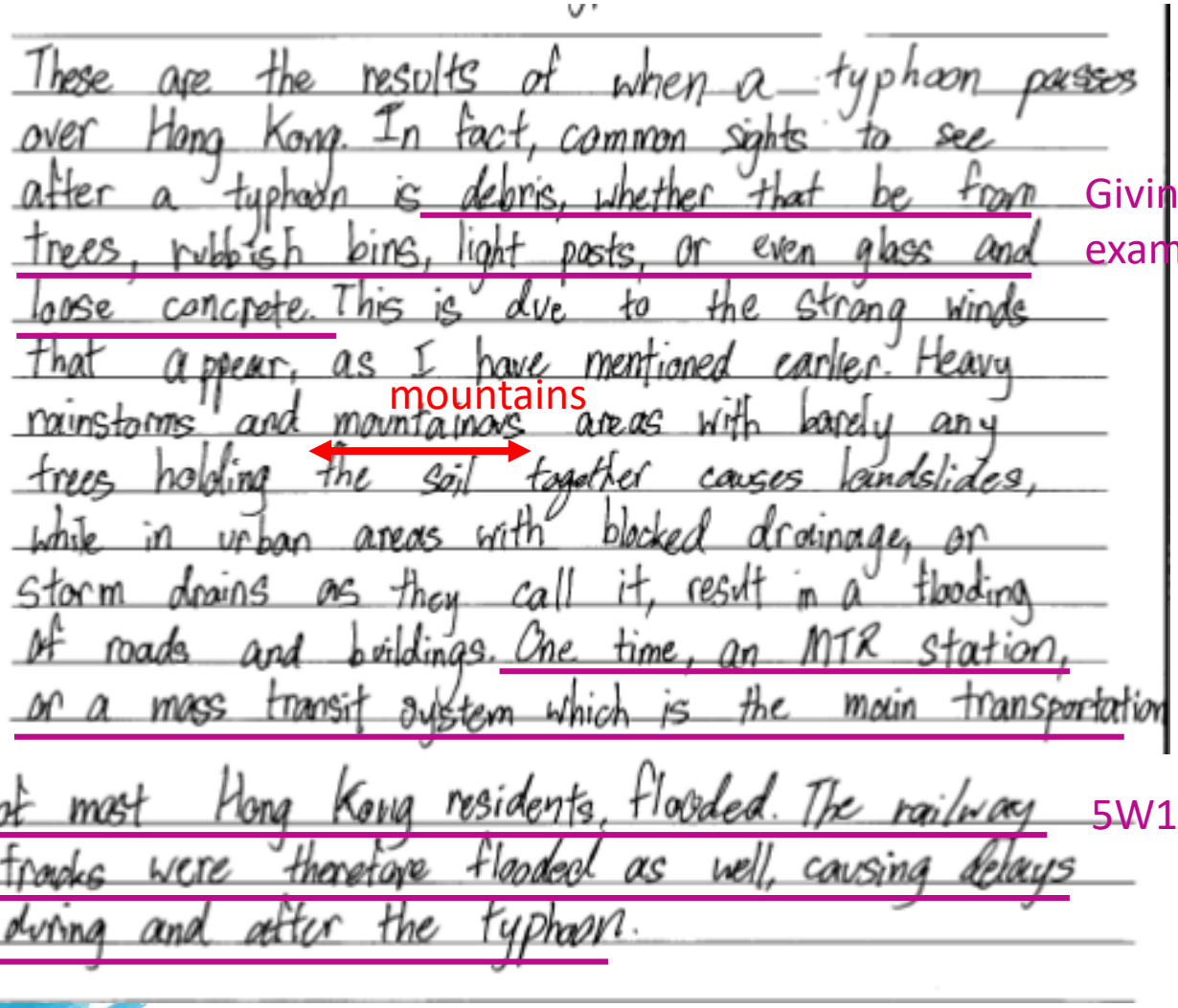
A title

A clear introduction that briefly describes what happens in Hong Kong when typhoons hit

A wide range of topic specific vocabulary and expressions

9EW3 – Article

Exemplar 8



These are the results of when a typhoon passes over Hong Kong. In fact, common sights to see after a typhoon is debris, whether that be from trees, rubbish bins, light posts, or even glass and loose concrete. This is due to the strong winds that appear, as I have mentioned earlier. Heavy rainstorms and mountainous areas with barely any trees holding the soil together causes landslides, while in urban areas with blocked drainage, or storm drains as they call it, result in a flooding of roads and buildings. One time, an MTR station, or a mass transit system which is the main transportation of most Hong Kong residents, flooded. The railway tracks were therefore flooded as well, causing delays during and after the typhoon.

Giving examples

mountains

5W1H

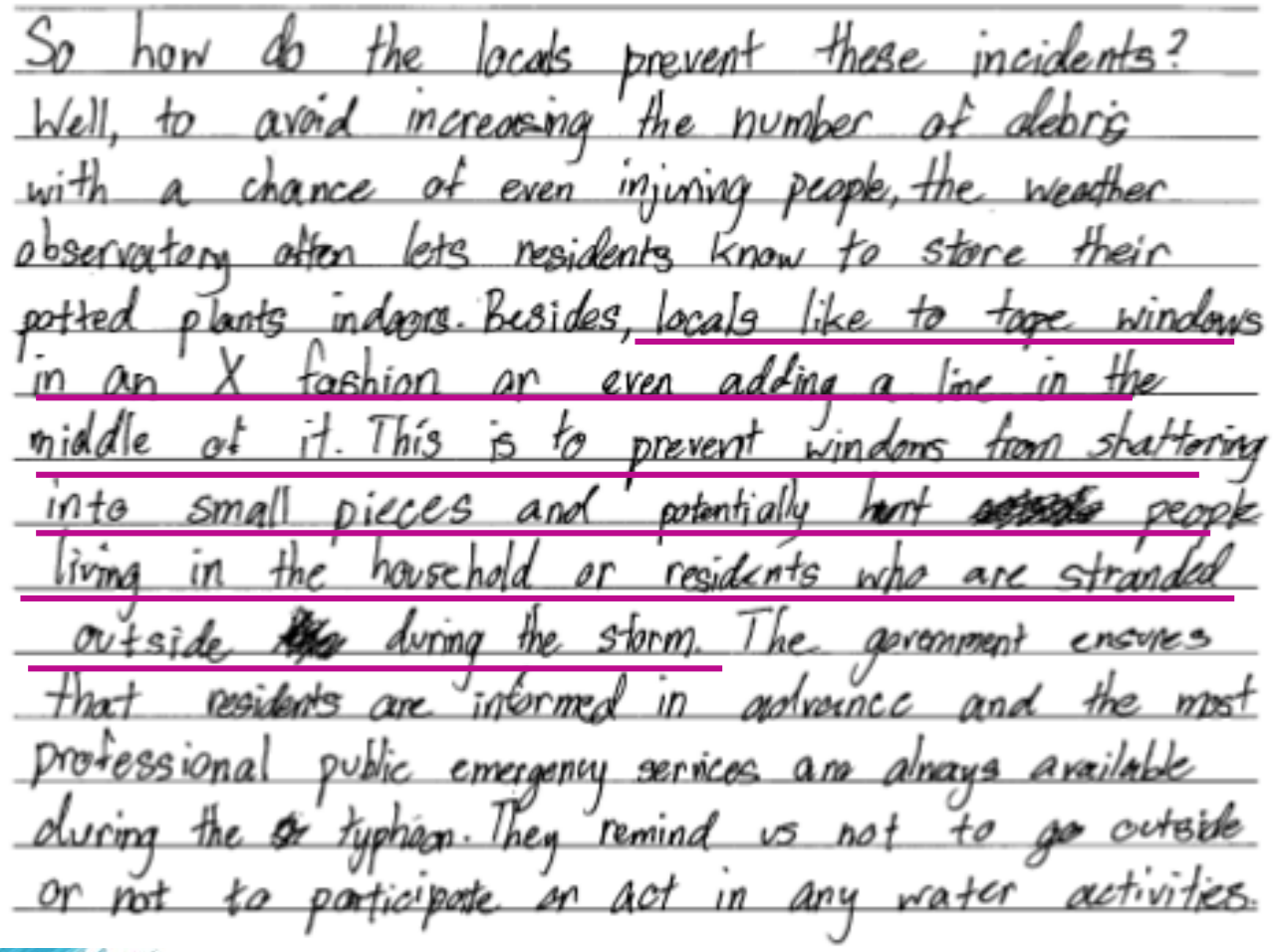
The danger of typhoons

The damage they can cause

Supporting details

9EW3 – Article

Exemplar 8



So how do the locals prevent these incidents? Well, to avoid increasing the number of debris with a chance of even injuring people, the weather observatory often lets residents know to store their potted plants indoors. Besides, locals like to tape windows in an X fashion or even adding a line in the middle of it. This is to prevent windows from shattering into small pieces and potentially hurt people living in the household or residents who are stranded outside during the storm. The government ensures that residents are informed in advance and the most professional public emergency services are always available during the typhoon. They remind us not to go outside or not to participate or act in any water activities.

Clearly explained advice:

things people should and should not do to stay safe on typhoon days

9EW3 – Article

Exemplar 8

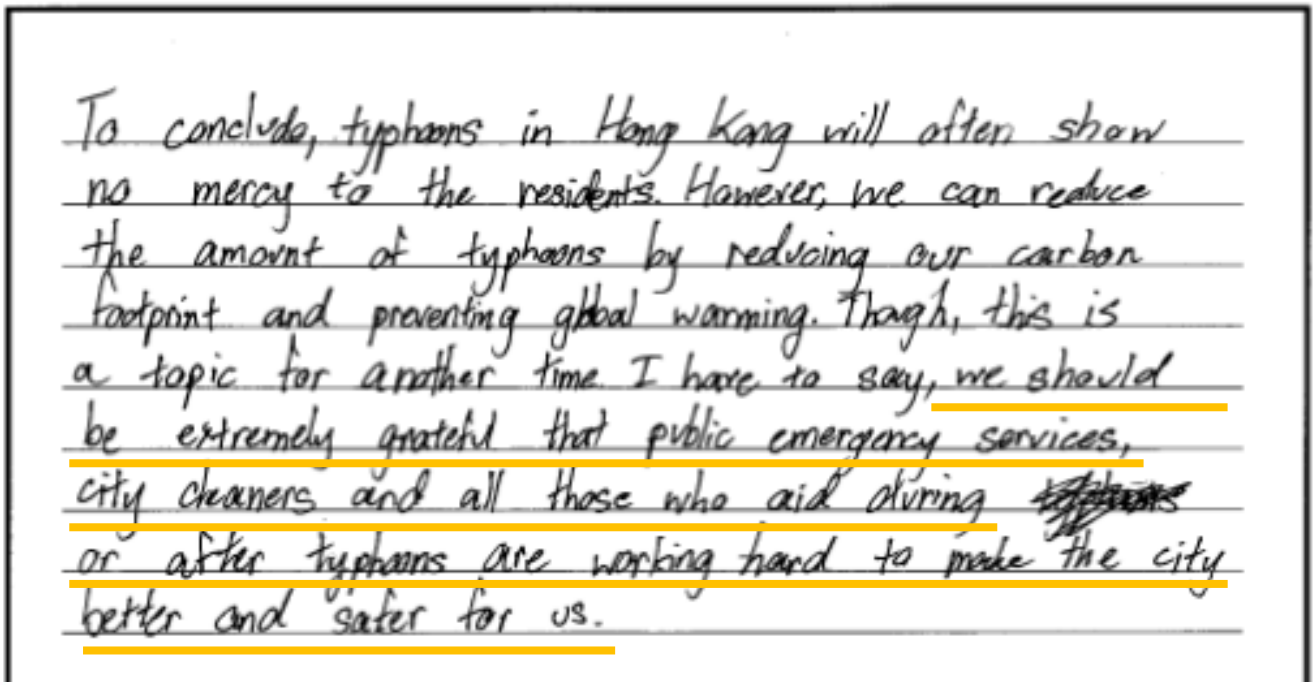
You may be wondering why Hong Kong's typhoons are incredibly severe. The typhoons form over hot surfaces in water, usually oceans. To the south of Hong Kong and the east, there are two vast open seas with plenty of sunshine to heat up the surface of the water. A phenomenon occurs, then results into a typhoon, with it's movement affected by winds. As a tropical region, or semi-tropical to be exact, you can expect to see a lot of these.

Extensive content:

explain the formation of typhoons

9EW3 – Article

Exemplar 8

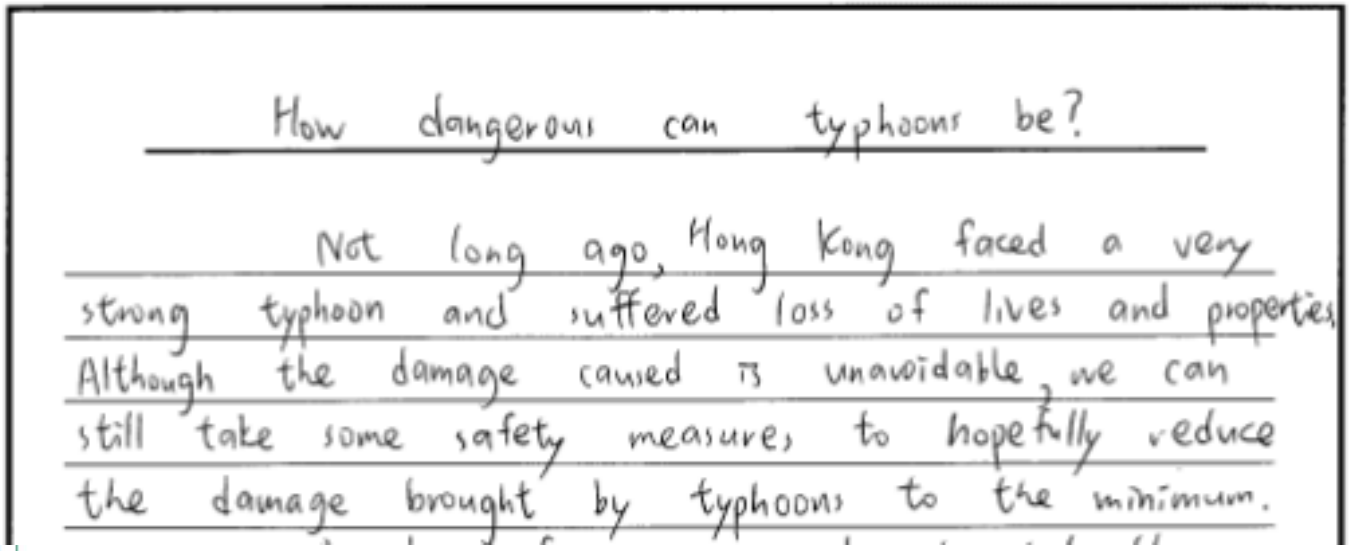


To conclude, typhoons in Hong Kong will often show no mercy to the residents. However, we can reduce the amount of typhoons by reducing our carbon footprint and preventing global warming. Though, this is a topic for another time. I have to say, we should be extremely grateful that public emergency services, city cleaners and all those who aid during ~~typhoons~~ or after typhoons are working hard to make the city better and safer for us.

The conclusion imparts a message about expressing gratitude to the public emergency services and city cleaners for their contributions during typhoons.

9EW3 – Article

Exemplar 9



How dangerous can typhoons be?

Not long ago, Hong Kong faced a very strong typhoon and suffered loss of lives and properties. Although the damage caused is unavoidable, we can still take some safety measures to hopefully reduce the damage brought by typhoons to the minimum.

A suitable title

A brief introduction that outlines the main ideas of the article

9EW3 – Article

Exemplar 9

A lot of people underestimated the power of typhoons, and they can be extremely dangerous towards the society. During typhoons, the first danger that they may cause is coastal flooding. The strong winds can create huge waves that can flood these areas in no time. Meanwhile, typhoons will bring heavy rainstorms, which will worsen flooding. People may need to walk in water and vehicles in car parks may break down because they will most likely be submerged. After a period of time, the strong winds may break tree branches and lots of trees will collapse. This could injure anyone and cause traffic congestion on roads. Moreover, prolonged rainfall may bring a high risk of landslides. If landslides occur, lots of rocks, mud and dirt will roll down the hill and could potentially damage a whole building and cause fatal injuries. Last but not least, the strong winds will create a mess on streets because lamp posts, benches and trees will fall all over the place. The floors will also be covered in dirt and debris.

Effective use of connectives

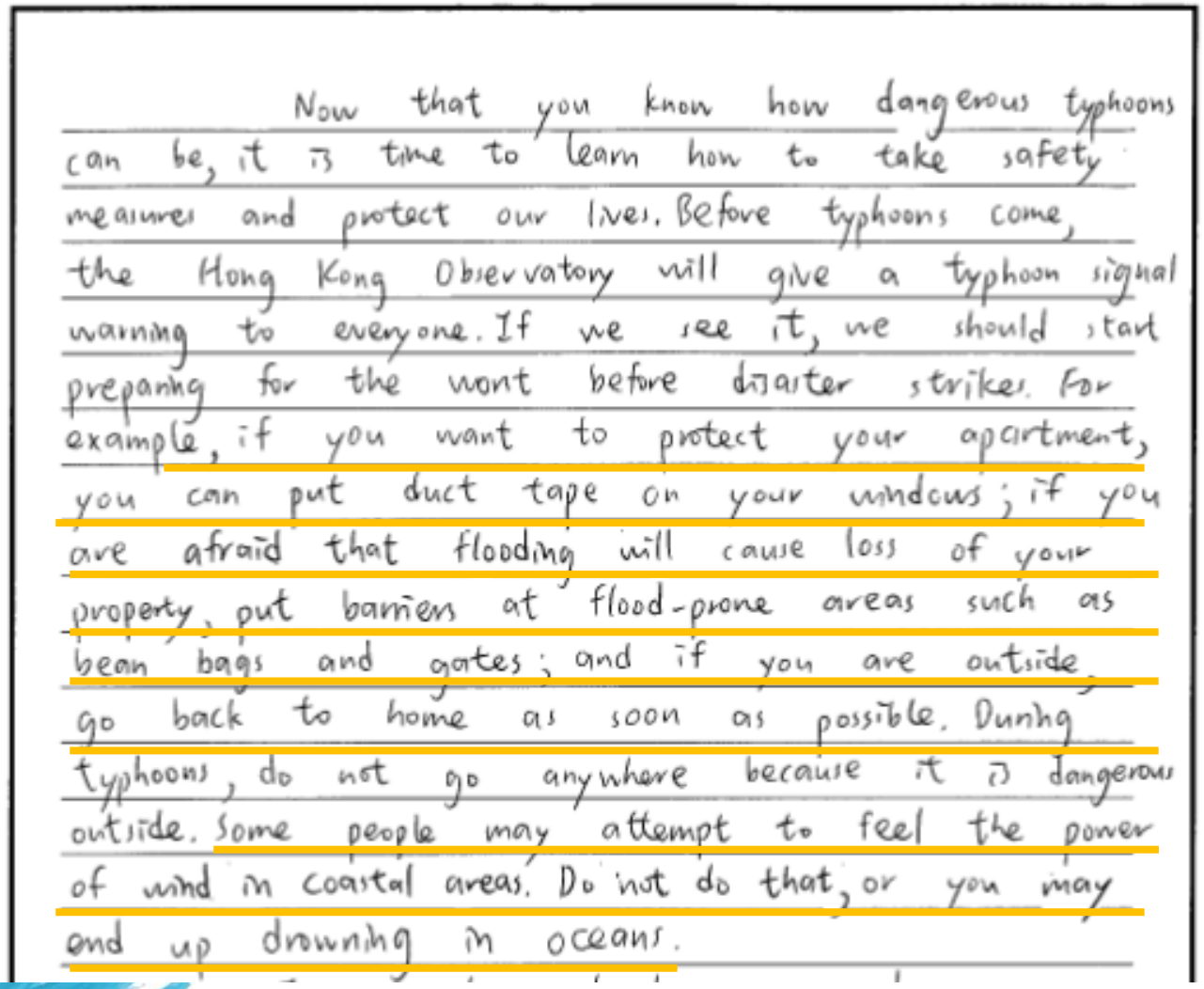
A wide range of topic specific vocabulary and expressions

The danger of typhoons

The damage they can cause

9EW3 – Article

Exemplar 9

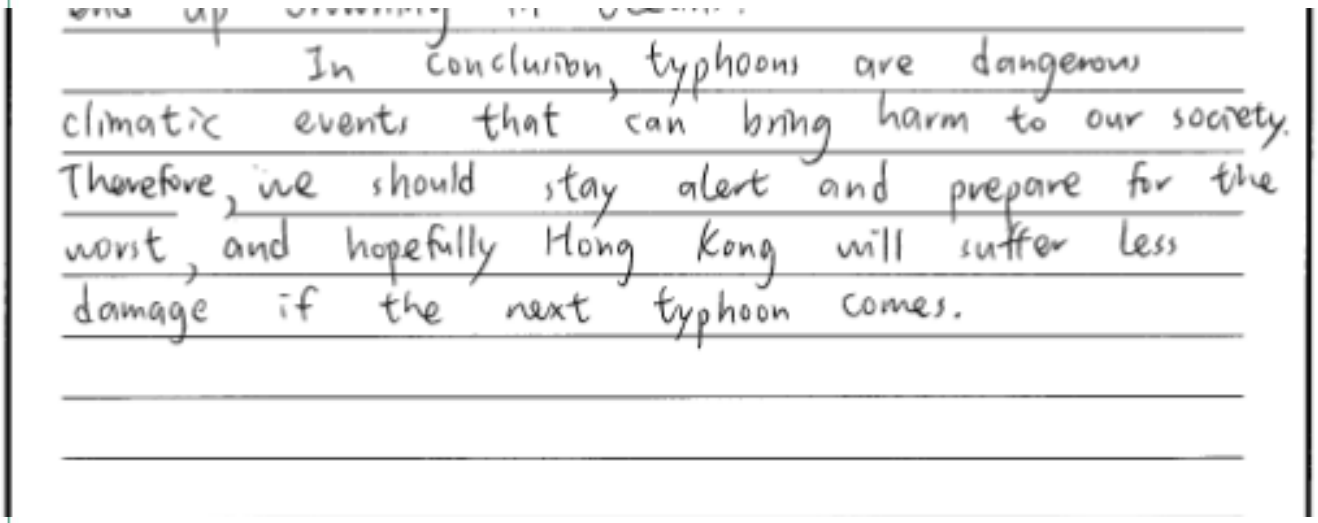


Now that you know how dangerous typhoons can be, it is time to learn how to take safety measures and protect our lives. Before typhoons come, the Hong Kong Observatory will give a typhoon signal warning to everyone. If we see it, we should start preparing for the worst before disaster strikes. For example, if you want to protect your apartment, you can put duct tape on your windows; if you are afraid that flooding will cause loss of your property, put barriers at flood-prone areas such as bean bags and gates; and if you are outside, go back to home as soon as possible. During typhoons, do not go anywhere because it is dangerous outside. Some people may attempt to feel the power of wind in coastal areas. Do not do that, or you may end up drowning in oceans.

Clearly explained advice:
things people should and should not do to stay safe on typhoon days

9EW3 – Article

Exemplar 9



In conclusion, typhoons are dangerous climatic events that can bring harm to our society. Therefore, we should stay alert and prepare for the worst, and hopefully Hong Kong will suffer less damage if the next typhoon comes.

A general conclusion expresses the hope that the information provided in the article can help readers to stay safe on typhoon days.

Some strengths to highlight

9EW3 – Interesting and Suitable Article Titles

Dreadful typhoons in Hong Kong	Hong Kong horrible typhoons
Typhoon: why is it dangerous?	Why is it dangerous when typhoons strike
Typhoons in Hong Kong – dangers and precautions	When typhoons hit Hong Kong
The mighty typhoons	

Some strengths to highlight

9EW3

- ✓ Capable students used the prompts as a starting point but also added their own ideas and also prior knowledge.
- ✓ Capable students were able to use their own experience and observations to write about the damage typhoons can cause and give sensible advice about the things people should and should not do to stay safe on typhoon days:

- ❑ ***In some low-lying areas, like Macau and Tai O, flooding may happen.***
- ❑ ***As the roads are blocked by debris, rescue jobs may become difficult…***
- ❑ ***Do remember to check the Hong Kong Observatory for any updates on the weather and carry out appropriate measures to stay safe.***
- ❑ ***People should not go to coastal areas during typhoon days…It is not fun and wise to surf or take photos along the sea while there are typhoons.***

Some errors to ponder

9EW3

- Space was provided to write the title of the article, but some students didn't write anything.



- Many of the weaker students just cobbled together something from the picture and word prompts. They didn't use any of their own ideas.
- Students lacked the vocabulary in many instances to accurately describe what happens when typhoons hit, the damage they can cause and what people should or should not do to stay safe.
- **Format –** many students failed to provide a title for their article.
- **Proofreading –** many students didn't read their work carefully, resulting in spelling mistakes and other errors.

Some errors to ponder

9EW3

Some of the students didn't know what to write or had no idea of how to write an article about typhoons in Hong Kong.

Vocabulary and expressions

Students still have difficulty using correct **spelling**, **present tense** as well as the **singular** and **plural forms**

- *peoples were scared* instead of *people are scared*
- *many water* instead of *a lot of water*
- *to prevent your windows to broke* instead of *to prevent your windows from breaking*
- *strong winds makes* instead of *strong winds make*
- *everytimes* instead of *sometimes / every time*

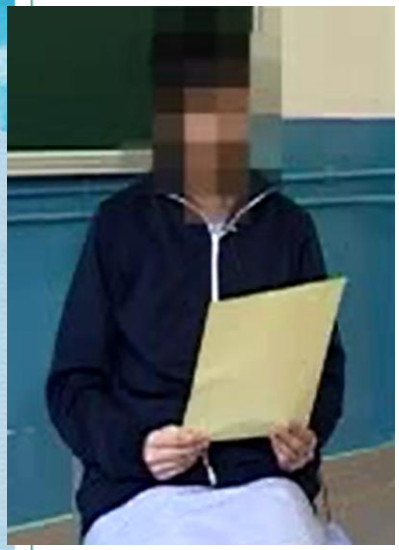
Conclusions - Writing

- Lack of planning and organization as well as proofreading
- Adherence to prompts resulted in a lack of elaboration and a lack of originality.
- Exposure to a wider variety of vocabulary and expansion of vocabulary bank to enable more in depth explanations and reasoning and less dependence on prompts for ideas. Even with topics familiar to students (9EW2/3), students still had difficulty expressing their ideas due to a lack of vocabulary/ideas.
- Students had relevant and creative ideas but failed to express them clearly and accurately in English, most evident in story writing (9EW1).
- Students generally have an understanding of the format of different genre but still need to be mindful of the purpose and audience → the opening and closing paragraphs as well as the tone will be affected (9EW2/3).
- Students should follow the instructions provided and include the information that is asked for (what students and schools in Hong Kong can do to protect the environment in 9EW2, the damage typhoons can cause in 9EW3)

Overall Performance of General Students, Non-Chinese Speaking Students (NCS) and Students with Special Education Needs (SEN) in TSA 2024
Secondary 3 English Language

Speaking

Speaking



Individual Presentation

- Completing Assignments and/or Homework
- Online Social Networks
- My Best Subject
- Environmental Issues in Hong Kong
- Organising the Class Christmas Party
- How I Spent my Recent Holiday
- Planning a School Fair / Open Day
- Exchange Trips with Schools in Mainland China

Speaking – Individual Presentation

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

- Students expressed ideas, information and opinions that were relevant and reasonably clear with supporting details.
- Students were capable of using varied and appropriate language patterns and vocabulary to enrich their presentation.
- They could also speak fluently with few errors in pronunciation and use intonation to enhance their presentation.
- They showed an awareness of their audience by maintaining good eye contact with the oral examiners.

Speaking - Individual Presentation Strengths

- Ideas & Organisation
  - Express ideas that are relevant to inform and explain with details
  - Communicate ideas clearly and coherently
- Vocabulary & Language Patterns
  - Use varied and appropriate language patterns
  - Use appropriate vocabulary
- Pronunciation & Delivery
  - Speak clearly and fluently, with few or no errors in pronunciation
  - Use intonation to enhance communication
- Strategies for Oral Communication
  - Show appropriate awareness of audience (e.g. eye contact)

Speaking - Individual Presentation Strengths and Weaknesses

- Most students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.
- Some of them, however, relied heavily on the given prompts and could not elaborate their ideas.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on formulaic and memorised phrases.
- Some students were unfamiliar with some key words and made errors in their pronunciation, for example, 'decorate', 'benefits', 'environmental issues', 'organising', 'assignment', 'recent', 'addiction', 'companies', 'Christmas', 'subject', 'exchange', and 'trip'.
- Some students did not read the instructions carefully. When asked to give a presentation on 'How I Spent my Recent Holiday', some students wrongly used the simple future tense and talked about their holiday plans instead of sharing their experience and reflection.

Speaking

Group Interaction

- Giving suggestions on how to decorate the school
- Organising activities to introduce students to different jobs
- Organising activities for English Week
- Giving suggestions on how to promote reading
- Giving suggestions on how to improve the school library
- Organising a beach cleaning event
- Preparing for the orientation programme to help new students get used to school life
- Organising an overseas study tour



Speaking – Group Interaction

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

- Students could respond to relevant ideas with supporting details provided. They demonstrated a good range of vocabulary and were reasonably clear in expressing opinions.

- Pronunciation of familiar and unfamiliar words was generally clear and accurate.

- Students could use various strategies for oral communication. They also used 'I agree/I agree with you' and overused 'How about you?', but failed to add any explanation of why they agreed with what had been said – again, evidence of limited understanding of/ability to use interaction strategies or knowledge of how to interact to keep the discussion going naturally.

Speaking – Group Interactions Strengths

- Task Completion – Ideas and Intelligibility
  - Express and/or respond to ideas that are relevant with supporting details
- Strategies for Oral Communication
  - Use appropriate formulaic expressions and/or simple turn-taking strategies to maintain interaction

Speaking – Group Interaction Strengths and Weaknesses

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate their ideas in greater detail. Some weaker students managed to join the discussion with the help of more capable students or the prompts provided.

- Students could generally use a limited range of formulaic expressions to respond to others, for example, 'I agree with you', 'That's very good', 'I think that…'.

- Most students were able to sustain the discussion with simple turn-taking strategies. Although some students responded very well to others' ideas before adding their own points, many of them responded mechanically or unnaturally to others with limited eye contact and they were also unable to provide supporting details, evidencing limited interaction and communication strategies or knowledge of how to continue.

- Students also used 'I agree/I agree with you/your point' and overused 'How about you?', but failed to add anything more as an explanation of why they agreed with what had been said – again evidence of limited understanding of /ability to use interaction strategies or knowledge of how to interact to keep the discussion going naturally. Others just paraphrased what other students had said, contributing little to the conversation.

Speaking – General Comments

- Students were generally able to present relevant ideas clearly, though some had difficulties in organising their ideas coherently.
- Some students used limited formulaic expressions to facilitate their conversation.
- Although some students used limited vocabulary, basic sentence structures or inaccurate grammatical structures, they understood the tasks and made a good attempt to share their ideas logically.

- Reading of notes
- Dependence on prompts
- Interaction skills
- Vocabulary development
- Listening skills – listen and respond to others

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

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

Link for Feedback Survey
意見調查超連結
http://esurvey.hkeaa.edu.hk/TakeSurvey.aspx?SurveyID=7l037o42#

THANK YOU!