NOTES TO MARKERS

1. **General**

   (a) Markers are requested to treat the scores as confidential.

   (b) Any marker who, for any reason, wishes to withdraw must immediately notify his/her School Coordinator for replacement and inform the Hong Kong Examinations and Assessment Authority of the changes by fax (2351 3447).

   (c) Markers are reminded of the importance of keeping the Authority's marking schemes out of the hands of students, who can be seriously misled by the format used for marking.

2. **Vigilance in Handling Scripts**

   Markers are reminded to exercise vigilance in handling scripts and take precautions throughout the marking period. In order to avoid any loss of scripts, keep scripts in a safe place, never leave scripts unattended, and make sure that scripts are secure in transit.

3. **Checking of Scripts**

   Markers should ensure that the number of scripts received corresponds with the number indicated on the 'Envelope for Worked Question Answer Booklets'. Please inform the School Coordinator immediately of any discrepancy. The School Coordinator should then report the case to the Authority by fax (2351 3447).

4. **Marking**

IMPORTANT	(i) Scripts must **NOT** be marked in public places.
	(ii) Scripts should be kept in safe custody at all times.
	(iii) Script must be marked in **RED**.
	(iv) Markers must fill in their names and sign on the 'Envelope for Worked Question Answer Booklets'.

(a) The marking scheme must be **STRICTLY** adhered to in order to achieve a uniform standard of marking.

(b) The scores for individual questions must be put in the corresponding boxes in the 'Marker's Use Only' column.

(c) Clarity in marking is important. Figures should be clearly written. Corrections should be made by crossing out the original and writing the correct score, e.g. ⌐3̶ 2.

(d) Markers should go through every page of the script that needs to be marked since occasionally a student may skip some pages.

5. **Enquiry about Marking of Scripts**

Please contact the Marking Support Teams by phone.

Chinese: 1878 223

English: 1878 227

Mathematics: 1878 228

Office hours   Mon – Fri   8:30 a.m. – 12:30 p.m. and

1:30 p.m. – 5:00 p.m.

Sat   K8:30 a.m. – 12 noon

6. **Schedule for Marking and Return of Scripts**

Marking of Scripts	Mathematics	7 July 2004 – 17 July 2004
	Chinese & English	8 July 2004 – 17 July 2004
Return of Scripts	On or before 17 July 2004	

x   Markers should:

(a) ensure the number of scripts returned corresponds with the number indicated on the 'Envelope for Worked Question Answer Booklets',

(b) use block letters to write their names in the boxes provided,

(c) sign on the line provided,

(d) put all the marked scripts into the envelope, and

(e) return the envelope to the School Coordinator.

x   The School Coordinator should check the number of scripts returned and seal the envelope with the HKEAA label provided.

Territory-wide System Assessment 2004
Primary 3 English Language

Questions required marking:

Paper	Part	Section	Question No.	Task	Page
E1A	1B	--	6 – 7	Peter's notes (L)	4
E1B	2B	1	1 – 8	Notes about animals (W)	5 – 6
		2	--	One more animal (W)	7 – 16
	3B	--	--	Three wishes (W)	17 – 21
E2A	1B	--	--	Photo (L)	22 – 23
E2B	2B	--	1 – 5	Things to take (W)	24
			1 – 5	Things to see (W)	25
	3A	--	3	Timetable (R)	26 – 27
	3C	--	--	My good friend (W)	28 – 34
	3D	--	--	My favourite season (W)	35
E3A	1B	--	2 – 4	Form (L)	36
E3B	2B	--	1 – 5	Things to take (W)	24
			1 – 5	Things to see (W)	25
	2D	1	1 – 8	Notes about animals (W)	5 – 6
		2	--	One more animal (W)	7 – 16
	3A	--	3	Timetable (R)	26 – 27
			4	'Think of' (R)(W)	37 – 44
	3C	--	--	Open door (W)	45 – 50

Part 1B

One of the students, Peter, is talking to Miss Wong about the day camp. He is taking some notes.

Write the answer for Questions 6 – 7.

<u>Tapescript</u>

Miss Wong:	…You can also play football… You can <u>play football</u> with your classmates. // *(beep)(a pause of 10 seconds)*
Peter:	I like drawing pictures. Can I draw pictures there?
Miss Wong:	Sure. You can <u>draw pictures</u> on the beach. It's beautiful. // *(beep)(a pause of 10 seconds)*

Expected Performance

x   Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, **KS**, ES)

Suggested Answers

Peter's Notes
Things to do
6.   ((play)ing) **football** ⎫ in any order
7.   **draw**(ing) (picture(s)) ⎭

Remarks

x   **Answers for Questions 6 and 7 can be in any order.**

x   Award a score of 1 for each correct answer

x   Award no score for an incorrect/illegible answer or unattempted question

x   Award no score if the key words 'football' and 'draw' are spelt incorrectly. However, for Question 6, 'foot ball' as two words is acceptable.

x   ( ) indicates text which is **NOT** essential to the answer.

x   Do not penalize students for wrong use of capitalization or grammatical mistakes that do not interfere with the communication of ideas.

MARKING SCHEME

Section 1

The children see many animals in the zoo. They are taking some notes about these animals.
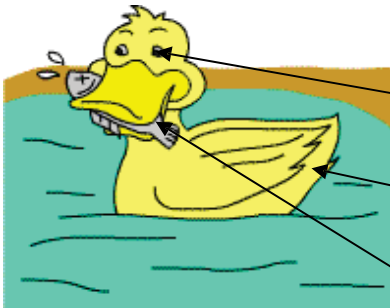
Help them complete their notes.

e.g.

It is a monkey.

It has a long tail.

It is brown.

It eats bananas.

1. It is _____

2. It has _____

3. It is _____

4. It eats _____

5. It is _____

6. It has _____

7. It is _____

8. It eats _____

(19) max. score: 1

(20) max. score: 1

(21) max. score: 1

(22) max. score: 1

(23) max. score: 1

(24) max. score: 1

(25) max. score: 1

(26) max. score: 1

sp (27) gra (28) pun (29)

Section 2

Write about one <u>more</u> animal in your own words.

It is _____

spelling

grammar

punctuation

(30) max. score: 2 (A)

(31) max. score: 2 (B)

Section 1

Expected Performance

x   Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, **KS**, ES)

Suggested Answers   **Ideas (0, 1)**

Duck

1. <u>It is</u> a duck.

2. <u>It has</u> small eyes.

3. <u>It is</u> yellow.

4. <u>It eats</u> fish.

Rabbit
                                                          Accuracy (0, 1)
5. <u>It is</u> a rabbit.

6. <u>It has</u> big teeth.
                                             grammar
7. <u>It is</u> white.   spelling   punctuation

8. <u>It eats</u> carrots.

Remarks

Ideas

x   Award a score of 1 for each correct answer

¾   Do not penalize students for wrong use of capitalization, punctuation, spelling or grammatical mistakes that do not interfere with the communication of ideas.

x   Award no score for

¾   an incorrect/illegible answer or unattempted question

¾   giving no adjective in the description for Questions 2 and 6 (Numbers should not be considered as adjectives here (e.g. <u>two</u> eyes.))

x   The words underlined are the prompts given.

Accuracy

x   Scores will be <u>deducted</u> for the section as a whole for making grammatical or spelling mistakes (i.e. Questions 1 – 8, **NOT** for individual answers).

¾   Put '1' in the appropriate box for making more than two spelling mistakes where the items for '**ideas**' are awarded.

¾   Put '1' in the appropriate box for making more than two grammatical mistakes where the items for '**ideas**' are awarded.

¾   Put '1' in the appropriate box for missing punctuation in ALL the sentences.

¾   Put '0' in the boxes if no scores are deducted.

Section 2

Question: Write about one <u>more</u> animal in your own words.

Expected Performance

x Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, **KS**, ES) (referred to as **A** below)

x Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately despite some spelling and grammatical mistakes (KS) (referred to as **B** below)

(A) – Ideas (0, 1, 2)

<u>Score of 2</u>

x Provides the name of the animal

x Provides at least three pieces of information* about the animal

<u>Score of 1</u>

x Provides the name of the animal

x Provides one to two pieces of information* about the animal

<u>Score of 0</u>

x Provides the name of the animal only

OR

x Do not provide the name of the animal.

OR

x Provides incorrect information or a very general description of the animal

OR

x Copies the sentences from the examples

Remarks

x Do not penalize students for grammatical or spelling mistakes that do not interfere with the communication of ideas.

* Information includes
  ¾ what it looks like (physical appearance)(Do not accept incorrect information, e.g. 'It is a long tail.' or a very general description, e.g. 'It has eyes.')
  ¾ what it eats (food)
  ¾ where it lives (habitat)
  ¾ etc

7

(B) – Structures (0, 1, 2)

Score of 2

- x Provides a clear description of an animal with very few grammatical or spelling mistakes

- x Shows a good choice of words

- x Uses different sentence patterns

Score of 1

- x Provides a rather clear description of an animal despite some grammatical or spelling mistakes

- x Uses simple and appropriate words

- x Shows control of simple sentence patterns

 OR

 x Provides a limited description of an animal with few grammatical or spelling mistakes

 (please refer to Sample Script 10 & Sample Script C)

Score of 0

- x Provides a description with many grammatical or spelling mistakes

~~OR~~

~~x Provides limited information such that markers have difficulty in judging the student's grammatical competence~~

OR

- x Copies sentences from the example

Remarks

- x Balanced judgement is to be used when assessing students' performance.

- x No score should be given for this BC if students provide irrelevant information or ideas.

(A) – Ideas (0, 1, 2)
(B) – Structures (0, 1, 2)   **One more animal (W)**

Write about one more animal in your own words.

Sample Script 1 (2, 2)

It is a hamster. It has two big eyes. It has a short tail. It is yellow. It's eats carrots. It is very cute.

The student's performance corresponds to the following marking criteria for awarding a score of 2 for (A) and (B):

x   The student provides the name of the animal 'hamster' and more than three pieces of information about it (e.g. 'It has two big eyes. It has a short tail. It is yellow.'). A score of 2 is given for (A).

x   A small range of vocabulary and different sentence patterns are used in the description with very few grammatical mistakes. A score of 2 is given for (B).

Sample Script 2 (2, 2)

It is a fish. It has two big eyes. It is has a small mouth. It is orange. It eats small fish.

The student's performance corresponds to the following marking criteria for awarding a score of 2 for (A) and (B):

x   The student provides the name of the animal 'fish' and more than three pieces of information about it (e.g. 'It is has a small mouth. It is orange. It eats small fish.'). A score of 2 is given for (A).

x   The student describes the animal by using a small range of vocabulary and different sentence patterns appropriately. A score of 2 is given for (B).

SAMPLE SCRIPTS (score of 2 for A and 1 for B)

Sample Script 3 (2, 1)

It is a big lion. It is brown. It is strong.

The student's performance corresponds to the following marking criteria for awarding a score of 2 for (A) and 1 for (B):

x   The student provides the name of the animal 'lion' and three pieces of information about it (e.g. 'It is big lion. It is brown. It is strong.'). A score of 2 is given for (A).

x   The sentences are all clear and grammatical but the same sentence pattern is used. A score of 1 is given for (B).

SAMPLE SCRIPTS (score of 1 for A and 2 for B)   PAPER E1B Part 2B Section 2
(A) – Ideas (0, 1, 2)   PAPER E3B Part 2D Section 2
(B) – Structures (0, 1, 2)   One more animal (W)

Write about one more animal in your own words.

> It is a cat
>
> It has small feet .
>
> It is brown and white.

Sample Script 4 (1, 2)

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and 2 for (B):

x   The student provides the name of the animal 'cat' and two pieces of information about it (e.g. 'It has small feet. It is brown and white.'). A score of 1 is given for (A).

x   The student uses one cohesive device to link ideas. Different sentence patterns and a small range of vocabulary are used appropriately. The description is clear and grammatical. A score of 2 is given for (B).

Sample Script 5 (1, 2)

> It is a cat
>
> It has small ears
>
> It eats fish.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and 2 for (B):

x   The student provides the name of the animal 'cat' and two pieces of information about it (e.g. 'It has small ears' and 'It eats fish'). A score of 1 is given for (A).

x   The student uses a small range of vocabulary to describe the animal with no grammatical or spelling mistakes though full stops are missing in the first two sentences. A score of 2 is given for (B).

SAMPLE SCRIPTS (score of 1 for A and B)

Sample Script 6 (1, 1)

> It is a cat .
>
> It eat mouse.
>
> It is a beautiful anima

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and 1 for (B):

x   The student provides the name of the animal 'cat' and two pieces of information about it (e.g. 'It eat (eats) mouse. It is a beautiful anima (animal).'). A score of 1 is given for (A).

x   The student uses different sentence patterns to express his/her ideas with a small range of vocabulary. However, grammatical and spelling mistakes are made. A score of 1 is given for (B).

SAMPLE SCRIPTS (score of 1 for A and B)   **PAPER E1B Part 2B Section 2**
(A) – Ideas (0, 1, 2)   **PAPER E3B Part 2D Section 2**
(B) – Structures (0, 1, 2)   **One more animal (W)**

Write about one more animal in your own words.

Sample Script 7 (1, 1)

It is dog. It has a big nose. It has two big eyes.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and (B):

x   The student provides the name of the animal 'dog' and two pieces of information about it (e.g. 'It has a big nose. It has two big eyes.'). A score of 1 is given for (A).

x   The sentences are all clear and grammatical but the same sentence pattern is used. A score of 1 is given for (B).

Sample Script 8 (1, 1)

It is a cat.
It is dirty.
It is fat.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and (B):

x   The student provides the name of the animal 'cat' and two pieces of information about it (e.g. 'It is dirty. It is fat.'). A score of 1 is given for (A).

x   Though the same sentence pattern 'It is…' is used by the student, the sentences are clear and grammatical. Therefore, a score of 1 is given for (B).

Sample Script 9 (1, 1)

It is dog
It has a short tail.
It is lgood

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and (B):

x   The student describes the animal 'It is good' which is not specific enough. However, he/she provides one piece of information about the animal 'It has a short tail'. A score of 1 is awarded for (A).

x   The description is clear but full stops are missing in two sentences and a grammatical mistake is made. A score of 1 is awarded for (B).

SAMPLE SCRIPTS (score of 1 for A and B)   **PAPER E1B Part 2B Section 2**
(A) – Ideas (0, 1, 2)   **PAPER E3B Part 2D Section 2**
(B) – Structures (0, 1, 2)   **One more animal (W)**

Write about one more animal in your own words.

<u>Sample Script 10</u> (1, 1)

It is   a fish.

It is small.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and (B):

x   The student provides the name of the animal 'fish' and one piece of information about it (e.g. 'It is small.'). A score of 1 is given for (A).

x   The student provides a limited description of an animal with no grammatical or spelling mistakes. A score of 1 is given for (B).

SAMPLE SCRIPTS (score of 1 for A and 0 for B)

It is   dog.

It has fattest face.

It is write.

Sample Script 11 (1, 0)

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and 0 for (B):

x   The student provides the name of the animal 'dog' and one comprehensible piece of information about it (e.g. 'It has fattest face'). A score of 1 is given for (A).

x   The information provided is ungrammatical though comprehensible. A score of 0 is therefore given for (B).

SAMPLE SCRIPTS (score of 0 for A and B)   PAPER E1B Part 2B Section 2
(A) – Ideas (0, 1, 2)   PAPER E3B Part 2D Section 2
(B) – Structures (0, 1, 2)   One more animal (W)

Write about one more animal in your own words.

Sample Script 12 (0, 0)

It is lion

It has tell. It has eyes. It

has ear

The student's performance corresponds to the following marking criteria for awarding a score of 0 for (A) and (B):

x   The student provides the name of the animal 'lion'. However, he/she only provides a very general description about the animal (e.g. 'It has eyes. It has ear.'), which is not accepted. No score is awarded for (A).

x   Grammatical and spelling mistakes are made in most of the sentences. No score is awarded for (B).

Sample Script 13 (0, 0)

It is dog run,

The student's performance corresponds to the following marking criteria for not awarding scores for (A) and (B):

x   The student is only able to provide the name of the animal 'dog'. No other information about the animal is written clearly. A score of 0 is given for both (A) and (B).

SAMPLE SCRIPTS (score of 0 for A and B)   **PAPER E1B Part 2B Section 2**
(A) – Ideas (0, 1, 2)   **PAPER E3B Part 2D Section 2**
(B) – Structures (0, 1, 2)   **One more animal (W)**

<u>Sample Script 14</u> (0, 0)

It is a hog . It is write.

It has big eraes. It has fat.

It eats bog foot. It likes eating.

The student's performance corresponds to the following marking criteria for not awarding scores for (A) and (B):

x   The student is unable to provide the correct name of the animal. He/She has written only one piece of information clearly: 'It likes eating'. A score of 0 is given for (A).

x   Though different sentence patterns are used, the information provided is confusing. Words that are misspelt (e.g. big 'eraes', 'bog' foot) interfere with the communication of ideas. A score of 0 is given for (B).

<u>Sample Script 15</u> (0, 0)

It is monkey . It is very caut , I like it

and like like eat banana , tooo

The student's performance corresponds to the following marking criteria for not awarding scores for (A) and (B):

x   The student copies some ideas from the example in Section 1 (e.g. 'It is monkey' and '… like eat banana'). A score of 0 is given for (A) and (B).

(A) – Ideas (0, 1, 2)
(B) – Structures (0, 1, 2)

Write about one more animal in your own words.

Sample Script A

It is snake. It has a long tail. It is green.
It eats worms.

Sample Script B

It is dog. It has two eyes.
It has long legs. It is white.

Sample Script C

It is bird.
It has small eyes.

(A) – Ideas (0, 1, 2)
(B) – Structures (0, 1, 2)

KEY

Write about one more animal in your own words.

It is snake. It has a long tail. It is green.
It eats worms.

<u>Sample Script A</u> (2, 2)

The student's performance corresponds to the following marking criteria for awarding a score of 2 for (A) and (B):

x   The student provides the name of the animal 'snake' and three pieces of information about it (e.g. 'It has a long tail. It is green. It eats worms.'). A score of 2 is given for (A).

x   The description is clear and grammatical. The student uses a small range of vocabulary and different sentence patterns appropriately. A score of 2 is given for (B).

<u>Sample Script B</u> (1, 2)

It is dog. It has two eyes.
It has long legs. It is white.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and 2 for (B):

x   The student provides the name of the animal 'dog' and two pieces of specific information about it (e.g. 'It has long legs. It is white.'). A score of 1 is given for (A).

x   The student writes clearly and grammatically using a small range of vocabulary and sentence patterns to describe the dog. A score of 2 is given for (B).

<u>Sample Script C</u> (1, **1**)

It is bird.
It has small eyes.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (A) and (B):

x   The student provides the name of the animal 'bird' and one piece of information about it (e.g. 'It has small eyes.'). A score of 1 is given for (A).

x   The student provides a limited description of an animal with one grammatical mistake. A score of 1 is given for (B).

IMPORTANT NOTE: The maximum score for this item is <u>3</u>.

Part 3B

Read this part of the story again.

The bear says, "…This little box is for you. Open it and make <u>three</u> wishes. You can ask for anything you like."

I want…
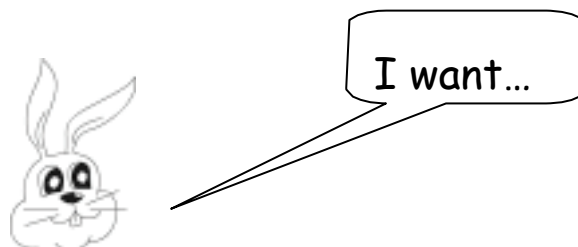
Question: You are Bunny. What do you want to ask for? Give your **three** wishes.

Expected Performance

x   Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, **ES**)

Score of 3
    x   Writes three wishes clearly
Score of 2
    x   Writes two wishes clearly
Score of 1
    x   Writes one wish clearly
Score of 0
    x   Do not provide any wish.
   OR
    x   Provides irrelevant information
Remarks
    x   Accept any sensible or reasonable ideas.
    x   Do not penalize students for wrong use of capitalization, punctuation, spelling or grammatical mistakes that do not interfere with the communication of ideas.

You are Bunny. What do you want to ask for? Give your **three** wishes.

Sample Script 1 (3)

a big house
have more money.
have a big garden.

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   The student provides three discrete ideas for the three wishes. A score of 3 is given.

Sample Script 2 (3)

I wish is will be taller, See the God and I wish I am a Angel.

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   The student writes all three wishes clearly. A score of 3 is given.

Sample Script 3 (3)

My exams will get more better. Have a warm family and my sisters will never hit me. Be a doctor in 24 years old.

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   The student writes more than three wishes clearly. A score of 3 is given.

You are Bunny. What do you want to ask for? Give your **three** wishes.

Sample Script 4 (1)

I want whact TV and play
computer and eat poat.

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x   The student writes only one wish clearly 'play computer'. A score of 1 is given.

SAMPLE SCRIPT (score of 0)

Sample Script 5 (0)

This is a rablit for your
dinner. You open the box.

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student is unable to provide any relevant ideas about the three wishes. A score of 0 is given.

SAMPLE SCRIPT (score of 2)

Sample Script 6 (2)

I want red oven.
I want wates

The student's performance corresponds to the following marking criteria for awarding a score of 2:

x   The student writes two wishes. A score of 2 is given.

You are Bunny. What do you want to ask for? Give your **three** wishes.

Sample Script A

Everyone have a good health. Everyone will not die.
Have many money to give the poor people.
This world have no bad people.

Sample Script B

Have many money.
Have a brother. to play with me.
Can help mother to cook.

Sample Script C

I want buy two computers and eat sweets.

You are Bunny. What do you want to ask for? Give your **three** wishes.
Sample Script A (3)

Everyone have a good health. Everyone will not die.
Have many money to give the poor people.
This world have no bad people.

The student's performance corresponds to the following marking criteria for awarding a score of 3:
x   The student gives more than three wishes clearly.

Sample Script B (3)

Have many money.
Have a brother.to play with me.
Can help mother to cook.

The student's performance corresponds to the following marking criteria for awarding a score of 3:
x   The student writes the three wishes clearly.

Sample Script C (2)

I want buy two computers and eat sweets.

The student's performance corresponds to the following marking criteria for awarding a score of 2:
x   The student writes two wishes clearly.

Part 1B

After the picnic, Kitty goes home. She talks with her mother about a photo of the picnic.

Write the names in the correct boxes.

Mr Lam	Mr Tam	Miss Chan	Miss Wong	Sandy
Jenny	Sam	Sue	Tim	Tom
Mary	Kitty			

Expected Performance

x Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, **KS**, ES)

x Discriminating between common words with a small range of vowel and consonant sounds (KS)

Suggested Answers
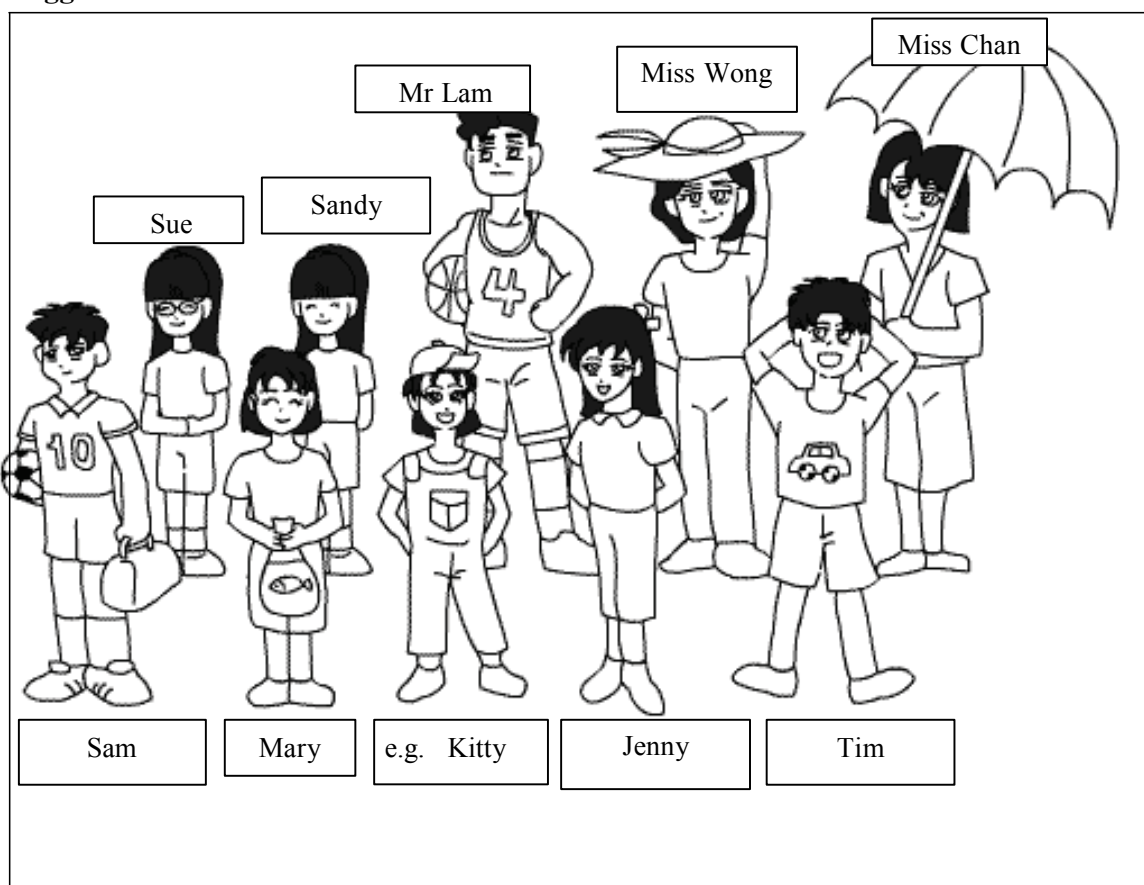
Remarks

x Award a score of 1 for each correct answer

x Award no score for an incorrect/illegible answer or unattempted question

x Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.

Part 1B

Tapescript

Mum: You look very smart in this photo, Kitty. Your cap looks really nice.

Kitty: Yes. My friends said that I looked smart, too. *(Kitty speaks proudly and happily)* // *(a pause of 5 seconds)*

Mum: There're two girls next to you. Who are they?

Kitty: Mary and Jenny *(slow)*. Mary is very lucky. She caught a lot of fish that day. *(beep) (a pause of 5 seconds)* Jenny did not catch any fish but she was still happy. // *(beep) (a pause of 5 seconds)*

Mum: I see. Is this Tim *(slow)*? His T-shirt looks good.

Kitty: Yes, it is. His T-shirt has a toy car on it. The wheels can move. // *(beep) (a pause of 5 seconds)*

Mum: Who's the boy holding a football and a bag *(slow)*?

Kitty: He's my best friend, Sam *(pause)*. He likes ball games. // *(beep) (a pause of 5 seconds)*

Mum: There're two girls in the back row. They look the same. Who are they? Kitty: Sue and Sandy *(slow)*. They're twins. They both have long straight hair but Sue wears glasses *(slow)*. // *(beep) (a pause of 10 seconds)*

Mum: And who are these two young ladies?

Kitty: Oh, they're my teachers, Miss Wong and Miss Chan. Miss Wong is wearing a big hat but Miss Chan is holding an umbrella. // *(beep) (a pause of 10 seconds)*

Mum: How about this young man holding a basketball?

Kitty: He's my P.E. teacher, Mr Lam. He likes playing ball games with us. // *(beep) (a pause of 5 seconds)*
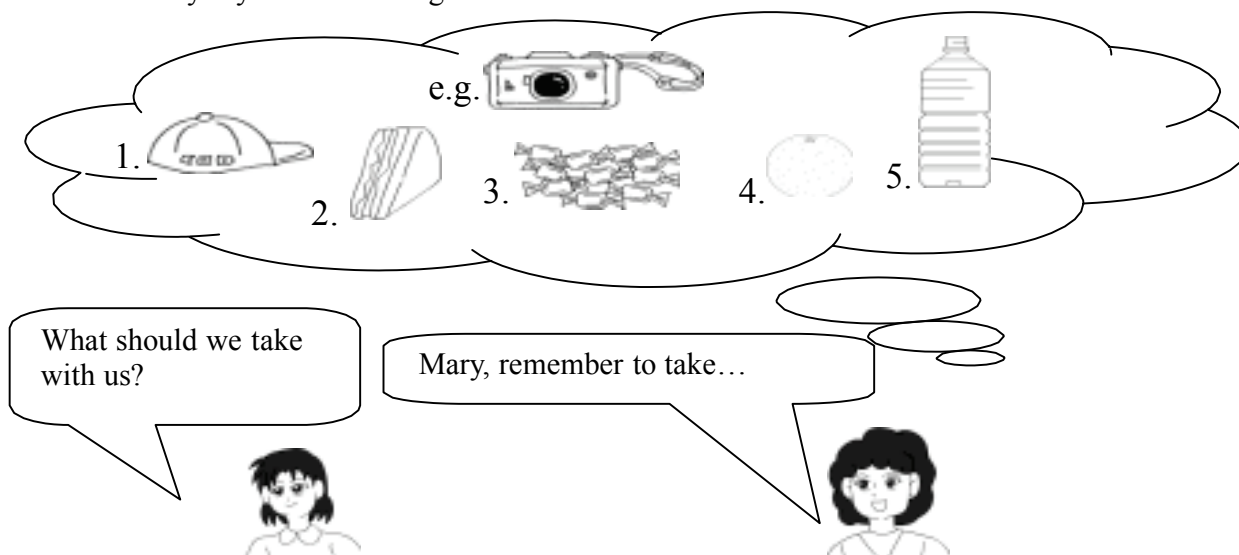
MARKING SCHEME   **WRITING**
PAPER E2B Part 2B
PAPER E3B Part 2B
Things to take

IMPORTANT NOTE: The score for each item has been changed from 2 to **1**.

Part 2B

Mary is asking her mother about the visit to the zoo.

Read what they say about the things to take.

Mary is taking down some notes. Help Mary complete her notes.

Expected Performance

- x Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, **KS**, ES)

Suggested Answers

<u>Things to take</u>
e.g. <u>camera</u>
1. (a) cap/hat
2. (a) sandwich
3. sweets/candies
4. (an) orange
5. drink/(a bottle of) water/juice/tea

Remarks

- x Award a score of 1 for each correct answer with correct spelling
- x Award no score for an incorrect/illegible answer or unattempted question
- x Answers in singular/plural forms are acceptable.
- x /   indicates an alternate answer.
- x ( ) indicates (a) word(s)/phrase(s) which is/are **NOT** essential to the answer.
- x Do not penalize students for wrong use of capitalization or spelling the plural forms incorrectly that do not interfere with the communication of ideas.

MARKING SCHEME

IMPORTANT NOTE: The score for each item has been changed from 2 to **1**.

Read what they say about the things to see.

Mary is taking down some notes. Help Mary complete her notes.

Suggested Answers

Things to see
e.g. <u>snakes</u>
1. bird(s)/parrot(s)
2. monkey(s)
3. lion(s)
4. bear(s)
5. tiger(s)

Remarks
- x Award a score of 1 for each correct answer with correct spelling
- x Award no score for an incorrect/illegible answer or unattempted question
- x Answers in singular/plural forms are acceptable.
- x ( ) indicates a letter which is **NOT** essential to the answer.
- x Do not penalize students for wrong use of capitalization or spelling the plural forms incorrectly that do not interfere with the communication of ideas.
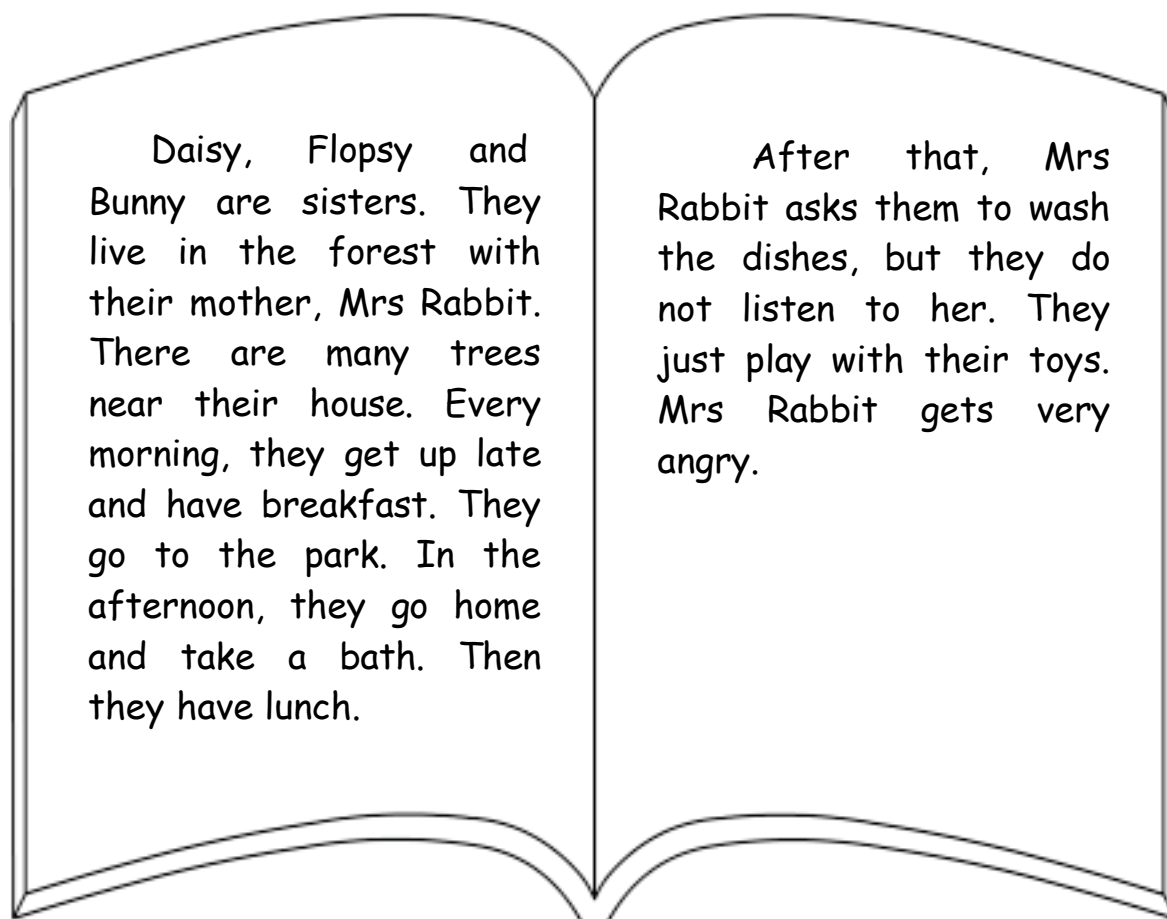
Part 3A

Mrs Chan is reading "The Three Rabbits" to the children.
Read the first part of the story.

Daisy, Flopsy and Bunny are sisters. They live in the forest with their mother, Mrs Rabbit. There are many trees near their house. Every morning, they get up late and have breakfast. They go to the park. In the afternoon, they go home and take a bath. Then they have lunch.

After that, Mrs Rabbit asks them to wash the dishes, but they do not listen to her. They just play with their toys. Mrs Rabbit gets very angry.

Question 3.   What do Daisy, Flopsy and Bunny do every day? Complete the timetable.

Expected Performance

x   Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, **KS**, ES)

Suggested Answers

Time	Things to do		
10:00 am – 12:00 noon	e.g.	x	get up
		x	(have) breakfast
		x	go (to the) park
12:00 noon – 3:00 pm	e.g.	x	go home
		x	(take a) bath
		x	(have) lunch
		x	play (with their) toys

Remarks

x   Answers in each session (10 am – 12 noon or 12 noon – 3 pm) can be in any order.

x   Award a score of 1 for each correct answer

x   Award no score for an incorrect/illegible answer or unattempted question

x   ( ) indicates (a) word(s) which is/are **NOT** essential to the answer.

x   Do not penalize students for wrong use of capitalization, spelling or grammatical mistakes that do not interfere with the communication of ideas.

Part 3C

Flopsy has a lot of good friends. You also have a good friend.

Write about your good friend in 30 words or more.

<u>My Good Friend</u>

Expected Performance

x   Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, **ES**)

<u>Score of 3</u>

 x Provides a clear, varied and coherent description of a good friend with supporting details or examples

<u>Score of 2</u>

 x Provides a rather clear description of a good friend with some supporting details or examples

<u>Score of 1</u>

 x Provides a description of a good friend with limited ideas

<u>Score of 0</u>

 x Unable to provide any description of a good friend

 OR

 x Writes less than 10 words regardless of providing a description of a good friend

Remarks

 x Accept any sensible or reasonable ideas.

 x Do not penalize students for wrong use of capitalization, punctuation, spelling or grammatical mistakes that do not interfere with the communication of ideas.

Write about your good friend in 30 words or more.
Sample Script 1 (3)

> My good friend is Jane. She has got two big eyes, a big nose, a pink mouth and two little ears. She wears a pair of glasses and she has got long hair. She likes Maths and I like too. I love English but she doesn't like. We like to eat ice-creams. I like her very much because she is my good friend.

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   This response shows a good understanding of the question. The ideas are clearly communicated with supporting details, e.g. the description of her appearance is elaborated by 'two big eyes', 'a big nose', and 'a pink mouth', etc. Comparison and contrast is also made on the school subjects that the student and the friend like. The description is coherent and ideas are linked by 'and', 'but' and 'because'.

Sample Script 2 (3)

> My good friends is Hetty Wong. She lives next to me. She is eight years old. She has two younger sisters. And one is a baby. She father's has a car. The car is red. She mother love we. She likes play computer games and she likes play with me too.

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   The student describes the good friend with supporting details like 'She has two younger sisters. And one is a baby.' and 'She likes play computer games and she likes play with me too.' The description of a good friend is clear and varied. The ideas are coherent and are linked by 'and' and 'too'.

Write about your good friend in 30 words or more.
Sample Script 3 (2)

My good friends is kind, her eyes is small, she has a short hair, she always play with me. She likes buy food in ress, she is thin. she is beautiful because she likes eating! She likes English, she always spare English in English lessons.

The student's performance corresponds to the following marking criteria for awarding a score of 2:

x   The student gives a rather clear description about his/her good friend, e.g. her character, physical appearance and what she likes. The student also provides details about her appearance, e.g. 'her eyes is small' and 'she has a short hair'. However, some of the ideas are not presented clearly to the readers, e.g. 'buy food in ress' and 'spare English'.

Sample Script 4 (2)

I like my goodfriends. She is Mary. She like play football and watch TV, read comics. She like play computer games, sunfing the net. She like sleep, pig, cow, dog. She eat cake, chocolate egg, rice. She like summer. She like play, eat. She is every cute.

The student's performance corresponds to the following marking criteria for awarding a score of 2:

x   The student gives a description of his/her good friend by providing supporting details about the things that she likes to do, her favourite games, and food, etc.

Write about your good friend in 30 words or more.
Sample Script 5 (1)

> he live in Tai Po.
> Rlorald is my good friends he likes playing
> computer, reading storys, talking and running.

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x   The student provides a limited description about a good friend by giving his name and the things that he likes to do only.

Sample Script 6 (1)

> I have a friend. Her name is Angle. She
> likes Maths and she is good at
> Maths too. She likes do Maths
> Homework

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x   The student provides a clear but limited description about her good friend: her name and information about her favourite subject. However, the description mainly focuses on her favourite subject.

Write about your good friend in 30 words or more.

Sample Script 7 (0)

I like summer. It is a good time to hike.
And ride my bike. Out in the sun, I wear a red

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student is unable to provide relevant ideas about his/her good friend.

Sample Script 8 (0)

Flopsy and he good friends is good. Flopsy
every day is play with he good friends.

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student is unable to provide relevant ideas about his/her good friend.

Sample Script 9 (0)

Flopsy has a good frieds. She see teacher do
polite. she see teacher don't open the door. do
open th door for teacher, she see friends do
helpful, your friends Yes good friends.

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student provides irrelevant ideas by giving a description about Flopsy instead of his/her good friend. It shows that the student has no understanding of the question.

Write about your good friend in 30 words or more.

Sample Script A

We are same class in school!
My good friend's name is Bobo.
She has long hair and small eyes. She
likes singing. It is sweet. I like to
play with her in school. We learn
many things together.

(38 words)

Sample Script B

My best friend is Siobhan. She has
long and black hair. She is very
tall but she is very fat.

Sample Script C

My friend is sophia. She haves one sisters

Write about your good friend in 30 words or more.   KEY

*We are same class in school.
My good friend's name is Bobo.
She has long hair and small eyes. She
likes singing. It is sweet. I like to
play with her in school. We learn
many things together.*

(38 words)

Sample Script A (3)

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   The student gives a clear, varied and coherent description about a good friend with supporting details. He/She gives her name and physical appearance. She writes about her hobby – singing. He/She provides further elaboration by saying that her singing is sweet.

Sample Script B (1)

*My best friend is Siobhan. She has
long and black hair. She is very
tall, but she is very fat.*

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x   The student provides a relevant description about a good friend by giving her name and information about her physical appearance. However, the description is limited to her physical appearance only.

Sample Script C (0)

My friend is sophia. She haves one sisters

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student only provides her name and mentions her sister. He/she writes less than 10 words to describe his/her good friend.

Part 3D

Flopsy likes writing poems. She writes a poem about her favourite season.

Help her complete the poem. Write your answer in the ☐

Expected Performance

x Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, **ES**)

My favourite season	Suggested Answers	Score	Remarks
I like summer. It is a good time to hike, And ride my e.g. bike . Out in the sun, I wear a red hat. So does Kitty, my pet ☐ At the top of the hill, I play on rocks. I do not wear shoes or ☐ At the beach, I like to swim in the sea, Then sleep under a ☐ At bedtime, My mum says, "Good night." She turns off the ☐	cat/rat/bat# dog/pig/fish/ *any kind of animal** socks sock/coat(s)/ clothes/ shirt(s)/shorts/hat(s)* tree trees/umbrella/bed/ sun* light radio/fan/TV/lights*	2 1 2 1 2 1 2 1	x Award a score of 2 for each correct answer x # Award a score of 1 for giving the plural form of the word x * Award a score of 1 for a relevant answer which does not rhyme with the last word in the previous line x Award no score for an irrelevant/illegible answer or unattempted question x / indicates an alternative answer. x ( ) indicates a letter which is **NOT** essential to the answer.

MARKING SCHEME

Part 1B

At the picnic, one of the students, Kitty, lost her purse. She is telling a policeman about it.

Write the answer for Questions 2 – 4.

Tapescript

Policeman:	Well, what's your name?
Kitty:	Kitty Wong.
Policeman:	OK, Kitty <u>Wong</u> W-O-N-G. // *(beep)(a pause of 5 seconds)*
Policeman:	OK, what class are you in?
Kitty:	<u>3C</u>. // *(beep)(a pause of 5 seconds)*
Policeman:	And what's your phone number?
Kitty:	Seven-two-five-three *(pause)* four-nine-one-eight.
Policeman:	<u>7253 4918</u>. *(slowly)* // *(beep)(a pause of 5 seconds)*

Expected Performance

x Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, **KS**, ES)

Suggested Answers

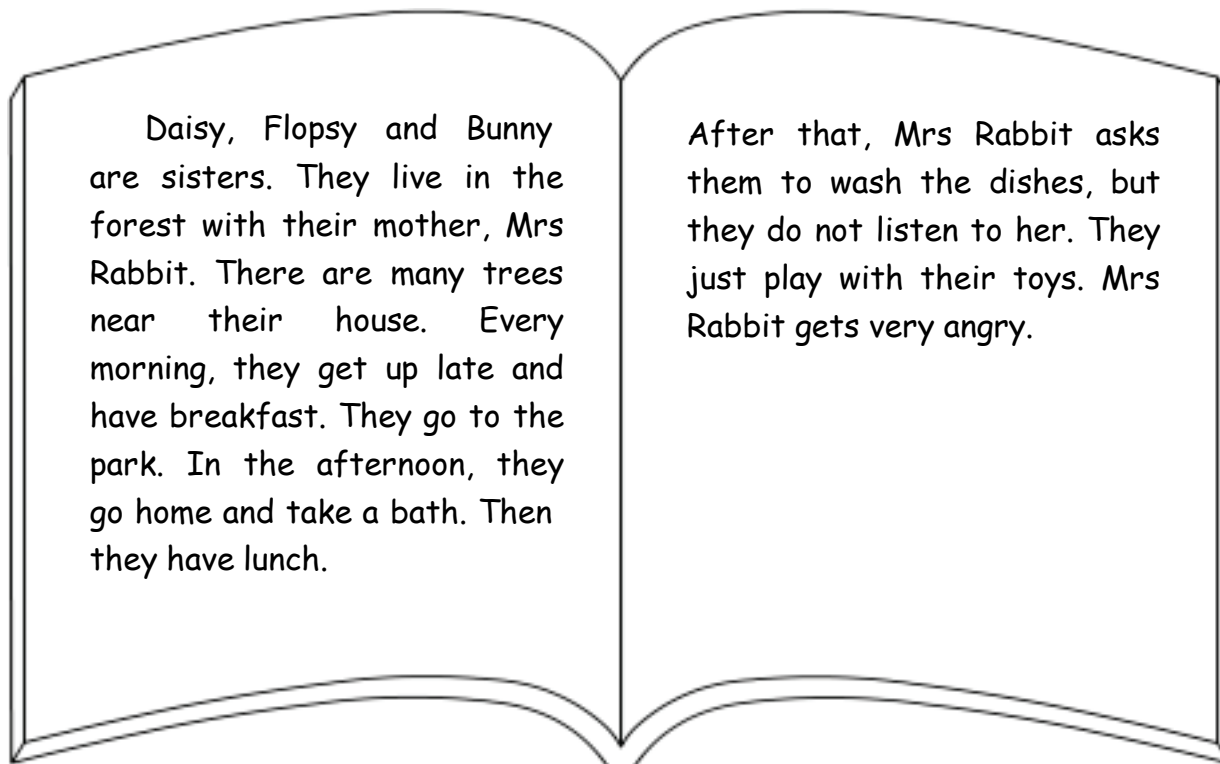| Lost Item Report Form		
2. Name: Kitty <u>Wong</u>		
3. Class: <u>3C</u>	Phone no.: <u>72534918</u>	4.

Remarks

x Award a score of 1 for each correct answer

x Award no score for an incorrect/illegible answer or unattempted question

x Do not penalize students for wrong use of capitalization.

x For Questions 3 and 4, the numbers '3' and '72534918' can be in word form (though this is not encouraged).

Part 3A

Mrs Chan is reading "The Three Rabbits" to the children.

Read the first part of the story.

Daisy, Flopsy and Bunny are sisters. They live in the forest with their mother, Mrs Rabbit. There are many trees near their house. Every morning, they get up late and have breakfast. They go to the park. In the afternoon, they go home and take a bath. Then they have lunch.

After that, Mrs Rabbit asks them to wash the dishes, but they do not listen to her. They just play with their toys. Mrs Rabbit gets very angry.

Question 4: What do you think of Daisy, Flopsy and Bunny? Write one sentence or more.

Expected Performance (Reading)

x   Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, **ES**)

<div style="border:1px solid">

(R) – Reading (0, 1)

Score of 1

   x   Shows an understanding of the story by providing one or more sensible idea(s)/opinion(s) about the three rabbits

Score of 0

   x   Provides irrelevant ideas/opinions

Remarks
   x   Accept any sensible or reasonable ideas.
   x   Do not penalize students for wrong use of capitalization, punctuation, spelling or grammatical mistakes that do not interfere with the communication of ideas.

</div>

Expected Performance (Writing)

x   Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, **ES**)

<table>
<tr><td colspan="2">

(W) – Ideas (0, 1, 2, 3)

<u>Score of 3</u>

   x   Shows an understanding of the story by providing more than one sensible idea/opinion about the three rabbits with justification

<u>Score of 2</u>

   x   Shows an understanding of the story by providing one sensible idea/opinion about the three rabbits with justification

<u>Score of 1</u>

   x   Shows an understanding of the story by providing one or two sensible ideas/opinions about the three rabbits

<u>Score of 0</u>

   x   Do not write even one sentence

OR

   x   Provides irrelevant ideas, e.g. They are rabbits.

OR

   x   Copies sentences from the story without making any judgement

OR

   x   Provides ideas/opinions about the three rabbits which are not based on the story content, e.g. They are lovely.

Remarks

   x   Accept any sensible or reasonable ideas.

   x   Do not penalize students for wrong use of capitalization, punctuation, spelling or grammatical mistakes that do not interfere with the communication of ideas.

</td></tr>
</table>

What do you think of Daisy, Flopsy and Bunny? Write one sentence or more.
<u>Sample Script 1</u> (1, 3)

> They are very lazy becuz they don't help their
> mother to wash. I think they are bad children,
> they play and doesn't work.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 3 for (W):

x   The student shows an understanding of the story by stating that the rabbits are lazy and bad. A score of 1 is given for (R).

x   The student provides **two** sensible responses about the three rabbits with justifications: the rabbits are lazy because they don't help their mother; the rabbits are bad because they play and don't work. A score of 3 is given for (W).

<u>Sample Script 2</u> (1, 3)

> They are happy. They jsut play.
> They are nauty. They msut help
> mother.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 3 for (W):

x   The student shows an understanding of the story by stating that the rabbits are happy and naughty. A score of 1 is given for (R).

x   The student provides two sensible responses about the three rabbits with justifications: 'They are happy' supported by the fact that 'They 'jsut' (just) play' and 'They are 'nauty' (naughty)' suggesting that "They 'msut' (must) help (their) mother". A score of 3 is given for (W).

What do you think of Daisy, Flopsy and Bunny? Write one sentence or more.

Sample Script 3 (1, 2)

> They are naughty. They didn't help their mother to washes the dishes. They play all day!

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 2 for (W):

x   The student shows an understanding of the story by stating that the rabbits are naughty. A score of 1 is given for (R).

x   The student provides one sensible response about the three rabbits: 'They didn't (don't) help their mother' and 'They play all day' support the idea that 'They are naughty'. A score of 2 is given for (W).

Sample Script 4 (1, 2)

> They only like to play but they never do the house work. They are naughty

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 2 for (W):

x   The student shows an understanding of the story by stating that the rabbits are naughty. A score of 1 is given for (R).

x   The student provides one sensible idea about the three rabbits: 'They only like to play' and 'they never do the housework' support the idea that 'They are naughty'. A score of 2 is given for (W).

Sample Script 5 (1, 2)

> They are too playful. I think they need to help to do the housework.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 2 for (W):

x   The student shows an understanding of the story by stating that the rabbits are naughty. A score of 1 is given for (R).

x   The student provides one sensible idea about the three rabbits: 'They are too playful' and justifies by suggesting 'they need to help to do the housework'. A score of 2 is given for (W).

What do you think of Daisy, Flopsy and Bunny? Write one sentence or more.

Sample Script 6 (1, 1)

They are Happy.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and (W):

x   The student shows an understanding of the story by stating that the rabbits are happy. A score of 1 is given for (R).
x   The student provides one reasonable response about the three rabbits. A score of 1 is given for (W).

Sample Script 7 (1, 1)

They are not a good girls.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and (W):
x   The student shows an understanding of the story by stating that the rabbits are not good. A score of 1 is given for (R).
x   The student provides one reasonable response about the three rabbits. A score of 1 is given for (W).

Sample Script 8 (1, 1)

They are lasy and nauty. They are happy in the forest.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and (W):
x   The student shows an understanding of the story by stating that the rabbits are 'lasy' (lazy), 'nauty' (naughty) and 'happy'. A score of 1 is given for (R).
x   The student provides three reasonable responses about the three rabbits. A score of 1 is given for (W).

Sample Script 9 (1, 1)

They must get up early and help Mrs Rabbit to wash the dishes.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 1 for (W):

x The student shows an understanding of the story by suggesting what the rabbits should do. A score of 1 is given for (R).

x The student gives a sensible response though he/she does not explicitly state what he/she thinks of the rabbits. A score of 1 is given for (W).

SAMPLE SCRIPTS (score of 1 for R and 0 for W)

Sample Script 10 (1, 0)

lazy

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 0 for (W):

x The student shows an understanding of the story by stating the rabbits are 'lazy'. A score of 1 is given for (R).

x Though the student provides a sensible response, it is not put in a sentence. A score of 0 is given for (W).

SAMPLE SCRIPTS (score of 0 for R and W)

Sample Script 11 (0, 0)

Playing with thier mother.

The student's performance corresponds to the following marking criteria for not awarding scores for (R) and (W):

x The student provides an irrelevant response of what he/she thinks of the three rabbits.

Sample Script 12 (0, 0)

They are sad.

The student's performance corresponds to the following marking criteria for not awarding scores for (R) and (W):

x The student fails to understand the story by providing an irrelevant response.

Sample Script 13 (0, 0)

They are very funny. They are lovely too.

The student's performance corresponds to the following marking criteria for not awarding scores for (R) and (W):

x The student provides an irrelevant response which requires guessing from the reader.

(R) – Reading (0, 1)   'Think of' (R) (W)
(W) – Ideas (0, 1, 2, 3)

What do you think of Daisy, Flopsy and Bunny? Write one sentence or more.

<u>Sample Script A</u>

I think that they are lazy, very lazy because they don't help their mother.

<u>Sample Script B</u>

They a lazy and unhelpful

<u>Sample Script C</u>

They just play their toys.

(R) – Reading (0, 1)   'Think of' (R) (W)
(W) – Ideas (0, 1, 2, 3)

KEY

What do you think of Daisy, Flopsy and Bunny? Write one sentence or more.
Sample Script A (1, 2)

I think that they are lazy, very lazy because they don't help their mother.

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and 2 for (W):
x   The student shows an understanding of the story by stating that the rabbits are lazy. A score of 1 is given for (R).

x   The student provides one sensible response about the three rabbits with justification: the rabbits 'don't help their mother'. A score of 2 is given for (W).

Sample Script B (1, 1)

They a lazy and unhelpful

The student's performance corresponds to the following marking criteria for awarding a score of 1 for (R) and (W):
x   The student shows an understanding of the story by stating that the rabbits are lazy and unhelpful. A score of 1 is given for (R).

x   The student provides two sensible responses about the three rabbits without justification. A score of 1 is given for (W).

Sample Script C (0, 0)

They just play their toys.

The student's performance corresponds to the following marking criteria for not awarding scores for (R) and (W):
x   The student states a fact from the story only. The student does not express an opinion or idea.

Part 3C

> On their way, they (the three sisters) see a beautiful house with a lot of flowers. <u>Bunny is curious</u>. She wants to take a look inside. She walks up to the house. She opens the door…

Question: Bunny opens the door of the house…Finish the story in about 30 words.

Expected Performance

x   Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, **ES**)

Score of 3
   x Provides a clear development of the story

   x Provides a coherent description with relevant details
Score of 2

   x Provides a rather clear description with some relevant details
Score of 1

   x Provides only a brief and incoherent description
Score of 0

   x Provides only one detail
    OR
   x Provides irrelevant information
    OR
   x Unable to provide any information
    OR

   x Writes less than 10 words regardless of providing a brief description

Remarks

   x Accept any sensible or reasonable ideas.

   x Do not penalize students for wrong use of capitalization, punctuation, spelling or grammatical mistakes that do not interfere with the communication of ideas.

Bunny opens the door of the house. She…
Sample Script 1 (3`

Bunny opens the door of the house. She sees many different kinds of flowers. Some are in pots, some are in a bunch and some are hanging high up on the wall. They smell so good that she pick some of them. Then something very strange happen, the flowers suddenly begin to dance. He feel scared so the three sisters run back to their home and never walk this path again.

END OF PAPER

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x   The student provides details of ideas: flowers in pots, in a bunch and some are hanging up on the wall. The ideas are presented coherently and connectives are effectively used. The ending is relevant to the development of the story. It is interesting and shows good imagination of the student.

SAMPLE SCRIPTS (score of 2)

Bunny opens the door of the house. She…
Sample Script 2 (2)

Bunny opens the door of the house. She sees many children have a birthday party. She hears they happy sound. She smells a birthday cakes. She go to this birthday party. She feels happy.

The student's performance corresponds to the following marking criteria for awarding a score of 2:

x   The student provides a rather clear description with some relevant details to end the story. He/She writes about what Bunny sees (many children), hears (happy sound) and smells (a birthday cake) at a birthday party.

Sample Script 3 (2)

Bunny opens the door of the house. She see there have a big room, in there have a big man is sleeping. And she hear the man is snoring. Then the man get up.

The student's performance corresponds to the following marking criteria for awarding a score of 2:

x   The student provides a rather clear description with some relevant details about what Bunny sees in the house. For example, 'a big man is sleeping in a big room' and 'the man is snoring'. However, the student ends the story abruptly without saying what happens after the man gets up.

Bunny opens the door of the house. She…
Sample Script 4 (1)

> Bunny opens the door of the house. She can see the sun , tree and Bunny hear are long . She smell a very happy . She play with her sister she feel very windy.

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x The student only provides a brief description to finish the story. He/She describes briefly what Bunny sees (e.g. 'sun', 'tree'). However, it is not clear about what she hears, smells and does in the house.

Sample Script 5 (1)

> Bunny opens the door of the house. She can hear some boy crying. She can smell rose. She does say Hello. She feel afraid

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x The student provides ideas about what Bunny can hear, smell, say and how she feels in the house. However, the description is very brief and the ideas are not coherent.

Sample Script 6 (1)

> Bunny opens the door of the house. She sees many beautiful flowers. She hear winds and music. She smells and plants the flower, the foods. She wants to eat the foods and smells the flowers. She feels comfortable.

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x The student provides ideas about what Bunny sees, hears and smells in the house. He/She also writes what Bunny wants to do. However, the description is brief and incoherent.

Bunny opens the door of the house. She…
Sample Script 7 (0)

> Bunny opens the door of the house. She see beautiful flower
> park .

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student only provides one piece of relevant information to finish the story.

Sample Script 8 (0)

> Bunny opens the door of the house. She is rabbit , She is good
> children. She wash the dishes. She helps mother do
> homework. She is hard-working. She is good good
> children.

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student is unable to provide any relevant information to finish the story.

Sample Script 9 (0)

> Bunny opens the door of the house. She
> She   , She
> She feel hungry.

The student's performance corresponds to the following marking criteria for not awarding scores:

x   The student is unable to provide any relevant information to complete the story. The student shows no understanding of the question.
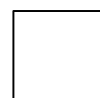
Bunny opens the door of the house. She…
Sample Script A

Bunny opens the door of the house. She see a woman is cooking in the house. Bunny fell hungry now. She wents to eat some food. The woman is cooking curry. Bunny goes into the house. She feels very hungry. She ask the woman to take some curry. The woman give some to her, so she is very happy.

Sample Script B

Bunny opens the door of the house. She can see a man and a girl. She can hear some music. She can smell some cakes. She feels happy and nice. She run out of the house and she hear "Help! There is a rabbit!"

Sample Script C

Bunny opens the door of the house. She sees a witch inside. And she hears many sounds, some calls help, some is laughing and some is crying. And Bunny runs out. She feels very afraid. And she never goes into that house anymore.

Bunny opens the door of the house. She…

Sample Script A (2)

Bunny opens the door of the house. She *saw a woman is cooking in the house. Bunny feel hungry now. She wents to eat some food. The woman is cooking curry. Bunny goes into the house. She feels very hungry. She ask the woman to take some curry. The woman give some to her, so she is very happy.*

The student's performance corresponds to the following marking criteria for awarding a score of 2:

x The student provides a rather clear description with some relevant details about what Bunny sees in the house. For example, Bunny sees a woman cooking curry in the house. She goes into the house and asks the woman for some curry. The woman gives her some curry and so she is happy.

Bunny opens the door of the house. She *can see a man and a girl. She can hear some music. She can smell some cakes. She feels happy and nice. She run out of the house and she hear "Help! There is a rabbit!"*

Sample Script B (2)

The student's performance corresponds to the following marking criteria for awarding a score of 1:

x The student provides brief ideas about what Bunny sees, hears and smells in the house. The ending/last sentence expresses a reasonable conclusion.

Sample Script C (3)

Bunny opens the door of the house. She *sees a witch inside. And she hears many sounds, some calls help, some is laughing and some is crying. And Bunny runs out. She feels very afraid. And she never goes into that house anymore.*

The student's performance corresponds to the following marking criteria for awarding a score of 3:

x The student provides clear ideas about what Bunny sees. Details about the sounds she hears are given: 'some calls help, some is laughing and some is crying'. The ending is relevant to the development of the story. It is interesting and imaginative.