

Education and Manpower Bureau
Territory-wide System Assessment 2005
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW2

Part 1

Part 1A	
1.	<div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">(in) bed</div> → <div style="border: 1px solid black; padding: 5px; display: inline-block;">(on the) MTR / bus</div> → <div style="border: 1px solid black; padding: 5px; display: inline-block;">(in the) library</div> → <div style="border: 1px solid black; padding: 5px; display: inline-block;">(in the) bathroom</div> </div>
2.	i) Comics ii) Science iii) Computers iv) Sports v) Music
Remarks	
<ul style="list-style-type: none"> • Award a score of 1 for each answer in a correct order • Award a score of 0 for an incorrect / illegible answer or unattempted question • Do not penalize students for wrong use of capitalization, grammatical or spelling mistakes that do not interfere with the communication of ideas. 	

Part 1B	Part 1C	Remarks
1. B 2. C 3. D 4. C	1. C 2. D 3. B 4. A	
<ul style="list-style-type: none"> • Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question 		

Part 2

1. C 2. A 3. B 4. A	5. C 6. B 7. A 8. D	Remarks
<ul style="list-style-type: none"> • Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question 		

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Part 3

Part 3A	Part 3B	Remarks
1. A 2. C	1. D 2. B 3. B 4. D 5. A & B – a score of 1 only C & D – null 6. D 7. C	<ul style="list-style-type: none"> • Award a score of 1 for each correct answer • Award a score of 0 for an incorrect answer or unattempted question

Part 3C			
(50)	after school / afternoon / evening	(57)	(Madame) Ching
(51)	Joseph	(58)	50
(52)	12	(59)	(a) fortune-teller
(53)	Sandy	(60)	(a big, pink) hat (on her head)
(54)	13	(61)	(a gold) necklace
(55)	student	(62)	5 3 4 6 2
(56)	(a school) uniform	(63)	D
Remarks <ul style="list-style-type: none"> • Award a score of 1 for each correct answer • Award a score of 0 for an incorrect / illegible answer or unattempted question • Do not penalize students for spelling or grammatical mistakes that do not interfere with the communication of ideas. • / indicates (an) alternative, acceptable word(s) / phrase(s) within an answer • For answers (52), (54) and (58), the numbers ‘12’, ‘13’ and ‘50’ can be in word form (though this is not encouraged). 			

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Part 3D

BC Descriptor	Scoring Guide	Remarks
Writing <ul style="list-style-type: none"> Writing and / or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES) Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES) 	3 <ul style="list-style-type: none"> Answers the question with an appropriate reason There are few or no grammatical and spelling mistakes. 	<ul style="list-style-type: none"> Accept any sensible or logical ideas Answers less than 20 words will not be awarded more than a score of 2.
	2 <ul style="list-style-type: none"> Answers the question with an appropriate reason There are some grammatical and spelling mistakes. 	
	1 <ul style="list-style-type: none"> Answers the question with an unclear reason or inappropriate reason or no reason There are many grammatical and spelling mistakes. 	
	0 <ul style="list-style-type: none"> Provides totally irrelevant ideas OR <ul style="list-style-type: none"> Practically makes no attempt at all 	

Part 4

1. (the) moon 2. sound 3. (the) earth / globe 4. (the) sun 5. dawn / daybreak 6. telephone / phone / mobile (phone) / cell phone	Remarks <ul style="list-style-type: none"> Award a score of 1 for each correct answer Award a score of 0 for an incorrect / illegible answer or unattempted question / indicates (an) alternative, acceptable word(s) / phrase(s) within an answer Do not penalize students for spelling mistakes that do not interfere with the communication of ideas.
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Part 5

BC Descriptor	Scoring Guide
<p>Writing</p> <ul style="list-style-type: none"> • Writing and / or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES) 	<p>4</p> <ul style="list-style-type: none"> • Provides many relevant ideas / responses to the questions with supporting details • Communicates ideas very clearly and coherently
	<p>3</p> <ul style="list-style-type: none"> • Provides many relevant ideas / responses to the questions with few supporting details • Communicates ideas clearly and coherently
	<p>2</p> <ul style="list-style-type: none"> • Provides some relevant ideas / responses to the questions • Communicates ideas quite clearly <p>OR</p> <ul style="list-style-type: none"> • Provides ideas by partially substituting the words / ideas from the letter • Communicates ideas quite clearly
	<p>1</p> <ul style="list-style-type: none"> • Words and ideas are mostly copied from the letter. <p>OR</p> <ul style="list-style-type: none"> • Provides very limited ideas / responses to the questions <p>OR</p> <ul style="list-style-type: none"> • Provides unclear or disconnected information / ideas that may confuse the reader
	<p>0</p> <ul style="list-style-type: none"> • Unable to express ideas <p>OR</p> <ul style="list-style-type: none"> • Provides totally irrelevant ideas <p>OR</p> <ul style="list-style-type: none"> • Practically makes no attempt at all
	<p>Format</p> <ul style="list-style-type: none"> • Award a score of 1 for correct recipient (“Dear Ben”) and sender (“Yours, Paul”) • Award a score of 1 for an appropriate beginning (e.g. “I am fine.”) and / or closing (e.g. “Please write to me when you have time.”)

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BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (IS, KS, ES) 	<p>3</p> <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few / no grammatical and spelling mistakes 	<ul style="list-style-type: none"> Answers less than 40 words will not be awarded more than a score of 2.
	<p>2</p> <ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes <p>OR</p> <ul style="list-style-type: none"> Uses a small range of vocabulary and verb forms with few / no grammatical and spelling mistakes 	
	<p>1</p> <ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms <p>OR</p> <ul style="list-style-type: none"> Makes many grammatical and spelling mistakes 	
	<p>0</p> <ul style="list-style-type: none"> Provides totally irrelevant ideas <p>OR</p> <ul style="list-style-type: none"> Practically makes no attempt at all 	