

**Education and Manpower Bureau**  
**Territory-wide System Assessment 2006**  
**Primary 6 English Language**  
**Reading and Writing**  
**Marking Scheme**

6ERW2

**Part 1**

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

Part 2A	Part 2B	Remarks
1. B 2. A 3. D 4. D 5. B 6. C 7. C	1. C 2. B 3. C 4. C 5. A 6. A 7. D	

**Part 3**

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

Part 4A
<ol style="list-style-type: none"> <li>1. stars</li> <li>2. logs / wood</li> <li>3. fight &amp; night / dogs &amp; logs / everything &amp; twinkling &amp; sleeping / sleep &amp; asleep</li> <li>4. night(time) / evening / midnight / bedtime / sleep time</li> </ol>
<p><b>Remarks</b></p> <ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award a score of 0 for an incorrect / illegible answer or unattempted question</li> <li>Do not penalize students for spelling or grammatical mistakes that do not interfere with the communication of ideas.</li> </ul>

Part 4B	Remarks
<ol style="list-style-type: none"> <li>1.     B                    }          A (null)            }     a score of 1</li> <li>2.     H                    }          D (null)            }     a score of 1</li> <li>3.     E                    }          F (null)            }     a score of 1</li> <li>4.     G                    }          C (null)            }     a score of 1</li> </ol>	<ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award a score of 0 for an incorrect answer or unattempted question</li> </ul>

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**Part 5**

BC Descriptor	Scoring Guide	Remarks
<p><b>Writing - Content</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Provides many interesting and imaginative ideas with supporting details</li> <li>Provides an appropriate ending with elaboration</li> <li>The description is very clear and coherent.</li> </ul>	<ul style="list-style-type: none"> <li>Accept any sensible or logical ideas</li> </ul>
	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Provides some interesting and imaginative ideas with supporting details</li> <li>Provides an appropriate ending</li> <li>The description is clear and coherent.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides a factual account of the story with supporting details</li> <li>Provides an appropriate ending</li> <li>The description is clear and coherent.</li> </ul>	
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Provides a factual account of the story with some elaboration</li> <li>Provides an ending</li> <li>The description is quite clear.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides some brief ideas only</li> <li>The description is quite clear and coherent.</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Attempts to write a story by giving very limited information / ideas only</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides unclear or disconnected information / ideas that may confuse the reader</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Provides totally irrelevant ideas</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	

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