

Education Bureau
Territory-wide System Assessment 2009
Primary 3 English Language
Reading and Writing
Marking Scheme

3ERW1

Part 1A

Answer Key	BC Code	BC Descriptor
1. C	L2-R-6-P3BC	Applying a small range of simple reference skills (KS)
2. C	L2-R-6-P3BC	
3. A	L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)
4. A	L2-R-6-P3BC	Applying a small range of simple reference skills (KS)

Part 1B

Answer Key	BC Code	BC Descriptor
1. C	L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)
2. D	L2-R-5-P3BC	
3. A	L2-R-5-P3BC	
4. D	L2-R-5-P3BC	

Part 2

Answer Key	BC Code	BC Descriptor
1. C	L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)
2. D	L2-R-5-P3BC	
3. C	L2-R-5-P3BC	
4. B	L2-R-5-P3BC	
5. A	L2-R-5-P3BC	
6. C	L2-R-5-P3BC	

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Part 3

Answer Key	BC Code	BC Descriptor
1. C	L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)
2. B	L2-R-5-P3BC	
3. D	L2-R-5-P3BC	
4. B	L2-R-5-P3BC	
5. D	L2-R-5-P3BC	
6. C	L2-R-5-P3BC	

Part 4

Answer Key	BC Code	BC Descriptor
1. A	L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES)
2. C	L2-R-5-P3BC	
3. A	L2-R-5-P3BC	
4. C	L2-R-5-P3BC	
5. B	L2-R-5-P3BC	
6. B	L2-R-5-P3BC	

Remarks

- 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 5 (At the Park)

Score	Content	Language
4	<ul style="list-style-type: none"> Provides a/an logical/interesting/imaginative story based on the pictures, with many supporting details The description is very clear and coherent. Provides an ending to the story 	
3	<ul style="list-style-type: none"> Provides a factual account of the story based on the pictures, with some supporting details The description is clear and coherent. Provides an ending to the story 	<ul style="list-style-type: none"> Uses a range of vocabulary, sentence patterns and cohesive devices appropriately, with few or no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides a factual account of the story based on the pictures, with almost no supporting details The description is quite clear Provides an ending to the story <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Provides a factual account of the story based on the pictures, with almost no supporting details The description is quite clear. 	<ul style="list-style-type: none"> Uses a small range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes <p style="text-align: center;">* uses the given prompts to write with basic and appropriate vocabulary and sentence patterns</p>
1	<ul style="list-style-type: none"> The ideas used to write the story are very limited. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The story is unclear or disconnected, which may confuse the reader. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The story might have some irrelevant ideas. 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes
0	<ul style="list-style-type: none"> The ideas are totally irrelevant/incomprehensible. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The ideas are just a repetition of the prompts. 	<ul style="list-style-type: none"> The language is incomprehensible.
U	<ul style="list-style-type: none"> No attempt is made (blank script) 	<ul style="list-style-type: none"> No attempt is made (blank script)