

**Education Bureau**  
**Territory-wide System Assessment 2009**  
**Primary 6 English Language**  
**Reading and Writing**  
**Marking Scheme**

6ERW4

**Part 1**

| Answer Key | BC Code     | BC Descriptor  |
|------------|-------------|--|
| 1. C       | L3-R-5-P6BC | Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) |
| 2. A       | L3-R-5-P6BC |  |
| 3. D       | L3-R-5-P6BC |  |
| 4. A       | L3-R-5-P6BC |  |
| 5. B       | L3-R-5-P6BC |  |
| 6. C       | L3-R-5-P6BC |  |
| 7. B       | L3-R-5-P6BC |  |

**Part 2**

| Answer Key | BC Code     | BC Descriptor  |
|------------|-------------|--|
| 1. C       | L3-R-5-P6BC | Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) |
| 2. B       | L3-R-5-P6BC |  |
| 3. A       | L3-R-5-P6BC |  |
| 4. D       | L4-R-4-P6BC | Understanding the use of a small range of language features in simple literary / imaginative texts (ES)          |
| 5. A       | L4-R-4-P6BC |  |
| 6. D       | L3-R-5-P6BC | Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) |

**Education Bureau**  
**Territory-wide System Assessment 2009**  
**Primary 6 English Language**  
**Reading and Writing**  
**Marking Scheme**

6ERW4

**Part 3**

| Answer Key | BC Code     | BC Descriptor  |
|------------|-------------|--|
| 1. D       | L3-R-5-P6BC | Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) |
| 2. D       | L3-R-5-P6BC |  |
| 3. C       | L3-R-5-P6BC |  |
| 4. B       | L3-R-5-P6BC |  |
| 5. B       | L3-R-5-P6BC |  |
| 6. C       | L3-R-5-P6BC |  |
| 7. A       | L3-R-5-P6BC |  |
| 8. B       | L3-R-5-P6BC |  |

**Part 4**

| Answer Key | BC Code     | BC Descriptor  |
|------------|-------------|--|
| 1. D       | L3-R-5-P6BC | Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) |
| 2. D       | L3-R-5-P6BC |  |
| 3. C       | L3-R-5-P6BC |  |
| 4. B       | L3-R-5-P6BC |  |
| 5. C       | L3-R-5-P6BC |  |
| 6. A       | L3-R-5-P6BC |  |
| 7. B       | L3-R-5-P6BC |  |
| 8. C       | L4-R-4-P6BC | Understanding the use of a small range of language features in simple literary / imaginative texts (ES)          |
| 9. B       | L3-R-5-P6BC | Using a range of reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) |
| 10. C      | L3-R-5-P6BC |  |

**Remarks**

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

**Education Bureau**  
**Territory-wide System Assessment 2009**  
**Primary 6 English Language**  
**Reading and Writing**  
**Marking Scheme**

|  |
|--|
| <b>Helping Others</b><br><b>6ERW3/4 Part 5</b> |
|--|

| Score                 | Content   | Language  |
|-----------------------|---|---|
| <b>4</b>              | <ul style="list-style-type: none"> <li>Provides relevant ideas / responses to the prompts with supporting details</li> <li>Communicates ideas very clearly and coherently</li> </ul>  |   |
| <b>3</b>              | <ul style="list-style-type: none"> <li>Provides mostly relevant ideas / responses to the prompts with some supporting details</li> <li>Communicates ideas clearly and coherently</li> </ul>   | <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> <li>Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few / no grammatical and spelling mistakes</li> </ul>                        |
| <b>2</b>              | <ul style="list-style-type: none"> <li>Provides some relevant ideas / responses to the prompts but with few details</li> <li>Communicates ideas quite clearly</li> </ul>  | <ul style="list-style-type: none"> <li>Uses a limited 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 limited range of vocabulary and verb forms with few / no grammatical and spelling mistakes</li> </ul> |
| <b>1</b>              | <ul style="list-style-type: none"> <li>Provides very limited ideas / responses to the prompts</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>                   | <ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and verb forms</li> <li>Makes many grammatical and spelling mistakes</li> </ul>  |
| <b>0</b>              | <ul style="list-style-type: none"> <li>Unable to express ideas</li> </ul> <p>OR</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> | <ul style="list-style-type: none"> <li>Unable to express ideas</li> </ul> <p>OR</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>   |
| Answers<br>< 40 words | <ul style="list-style-type: none"> <li>≤ 2</li> </ul>   | <ul style="list-style-type: none"> <li>≤ 2</li> </ul>   |
| Remark                | <ul style="list-style-type: none"> <li>Accept any sensible or logical ideas</li> </ul>  | <ul style="list-style-type: none"> <li>A zero for content would normally suggest a zero for language.</li> </ul>  |