

Education Bureau
Territory-wide System Assessment 2012 ♦
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW1

Part 1

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. C	L3-R-6-P6BC	Applying simple reference skills with the help of cues (KS)
3. 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)
4. B		
5. C		
6. A		

Part 2

Answer Key	BC Code	BC Descriptor
1. 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)
2. D		
3. A		
4. D		
5. C		
6. B		

Part 3

Answer Key	BC Code	BC Descriptor
1. A	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		
3. B	L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary imaginative texts (ES)
4. 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)
5. D		
6. D		
7. C		

♦ The 2012 P6 TSA has been suspended. Participation in the 2012 P6 TSA was on a voluntary basis and not all P6 students participated.

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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. A		
3. A		
4. B		
5. C		
6. D		
7. D		
8. C		
9. A		
10. B		
11. C		
12. B		
13. B		

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 (Helping People)

Score	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides a factual account of event(s) with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently. 	<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 OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few / no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides a factual account of event(s) with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms with few / no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write about the event(s) by giving very limited information / ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information / ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and / or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remark	<ul style="list-style-type: none"> Accept any sensible or logical ideas 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.