

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

6ERW2

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

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

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**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		

**Part 4**

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

**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
<b>4</b>	<ul style="list-style-type: none"> <li>• Provide interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks</li> <li>• Communicate ideas very clearly</li> <li>• Coherent links within paragraphs</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Provide interesting ideas with supporting details but without an ending / concluding remarks</li> </ul> OR <ul style="list-style-type: none"> <li>• Provide a factual account of event(s) with supporting details and an appropriate ending / concluding remarks</li> </ul> AND <ul style="list-style-type: none"> <li>• Communicate ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>• Use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes</li> </ul> OR <ul style="list-style-type: none"> <li>• Use 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>• Provide a factual account of event(s) with some details but lacks clarity</li> </ul> OR <ul style="list-style-type: none"> <li>• Provide some brief ideas only</li> <li>• Communicate ideas quite clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes</li> </ul> OR <ul style="list-style-type: none"> <li>• Use 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>• Attempt to write about the event(s) by giving very limited information / ideas only</li> </ul> OR <ul style="list-style-type: none"> <li>• Provide unclear or disconnected information / ideas that may affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use a very limited range of vocabulary and verb forms</li> <li>• Make many grammatical and spelling mistakes that may affect meaning</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Write with irrelevant ideas and / or ideas undeveloped</li> </ul>	<ul style="list-style-type: none"> <li>• Make many grammatical and spelling mistakes that affect meaning</li> </ul>
<b>Answers &lt; 40 words</b>	<ul style="list-style-type: none"> <li>• ≤ 2</li> </ul>	<ul style="list-style-type: none"> <li>• ≤ 2</li> </ul>
<b>Remark</b>	<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>