

Education Bureau
Territory-wide System Assessment 2026 ♦
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. B		
3. A	L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts (ED)
4. 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)
5. B		
6. D		
7. B		

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

♦The 2026 P6 TSA has been suspended. Participation in this assessment is on a voluntary basis. As a result, this is a TSA in which not all P6 students will participate.

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Part 3

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. D		
3. C		
4. B		
5. C		
6. A		
7. C		

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. C		
3. A		
4. A		
5. D		
6. A		
7. D	L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts (ED)
8. A	L3-R-6-P6BC	Applying simple reference skills with the help of cues (KD)
9. 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)
10. D		
11. 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 (The Classroom Robot)

Score Level	Content	Language
4	- Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks - Communicates ideas very clearly - Coherent links within paragraphs	
3	- Provides interesting ideas with supporting details but without an ending / concluding remarks OR - Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND - Communicates ideas clearly and coherently	- Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR - Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	- Provides a factual account of the event with some details but lacks clarity OR - Provides some brief ideas only - Communicates ideas quite clearly	- Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR - Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	- Attempts to write the event by giving very limited information/ideas only OR - Provides unclear or disconnected information/ideas that may affect meaning	- Uses a very limited range of vocabulary and verb forms - Makes many grammatical and spelling mistakes that may affect meaning
0	Writes with irrelevant ideas and/or ideas undeveloped	Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	≤ 2	≤ 2
Remarks	Accept any sensible or logical ideas.	A zero for content would normally suggest a zero for language.