

4. STANDARD MAINTENANCE

Following past practices, the Research Test was administered to a sample of students who sat for the TSA in the current year. The purpose of the Research Test was to equate students' scores across years in order to compare the TSA scores of the current year with TSA scores of the previous year. This allowed the set standards to be maintained. For S3 level, data of the Research Test 2009 and TSA 2009 were used for equating purposes to maintain set standards. However, for P3 and P6 levels, the written components of TSA 2009 were not conducted because the Education Bureau announced the closure of all primary schools due to the outbreak of Human Swine Influenza. Consequently, Research Test 2008 and TSA 2008 data were used instead for equating purposes to maintain set standards. The equating method can be shown diagrammatically below.

	Research Test	2008/2009 TSA	2010 TSA
2008/2009 Equating Sample			
2010 Equating Sample			

Note: Different shadings indicate different sets of items.

Having equated 2010 TSA with scores on earlier TSA tests, the same cut score from previous years was used to calculate percentages of students achieving basic competency.

The final result in Territory-wide percentages of students achieving basic competency in 2010 is summarised in Table 4.1.

Table 4.1 Territory-wide Percentages of Students Achieving Basic Competency

Subject and Level		Percent Achieving Basic Competency						
		2004	2005	2006	2007	2008	2009	2010
Chinese Language (Listening, Reading and Writing)	P.3	82.7	84.7	85.2	84.9	85.4	#	85.9
	P.6	--	75.8	76.5	76.7	76.4	#	77.0
	S.3*	--	--	75.6	76.2	76.5	76.5	76.8
English Language (Listening, Reading and Writing)	P.3	75.9	78.8	79.4	79.5	79.3	#	79.2
	P.6	--	70.5	71.3	71.3	71.5	#	71.6
	S.3	--	--	68.6	69.2	68.9	68.8	69.2
Mathematics	P.3	84.9	86.8	86.9	86.9	86.9	#	87.0
	P.6	--	83.0	83.8	83.8	84.1	#	84.2
	S.3	--	--	78.4	79.9	79.8	80.0	80.1

Note: * Chinese Audio-visual component included in the calculation of the cut score at the S.3 level since 2007.

Due to Human Swine Influenza causing the suspension of primary schools, the TSA was cancelled and no data has been provided.

As a whole, the proportion of students achieving basic competency was highest in Mathematics followed by Chinese Language and English Language. Table 4.1 shows the proportion of students achieving basic competency decreases over the Key Stages. For the student performance of P.3, P.6 and S.3, it is possible to discern overall trends, which are shown graphically in Figures 4.1, 4.2 and 4.3 respectively.

Figure 4.1 P.3 Territory-wide percentages of students achieving basic competency

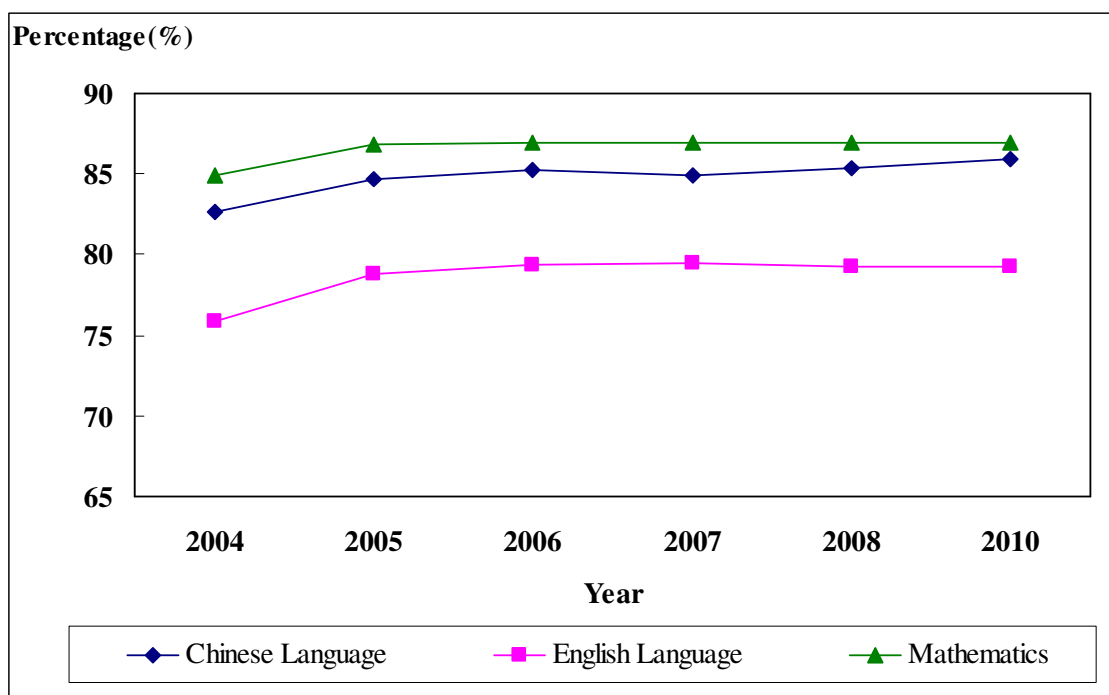


Figure 4.2 P.6 Territory-wide percentages of students achieving basic competency

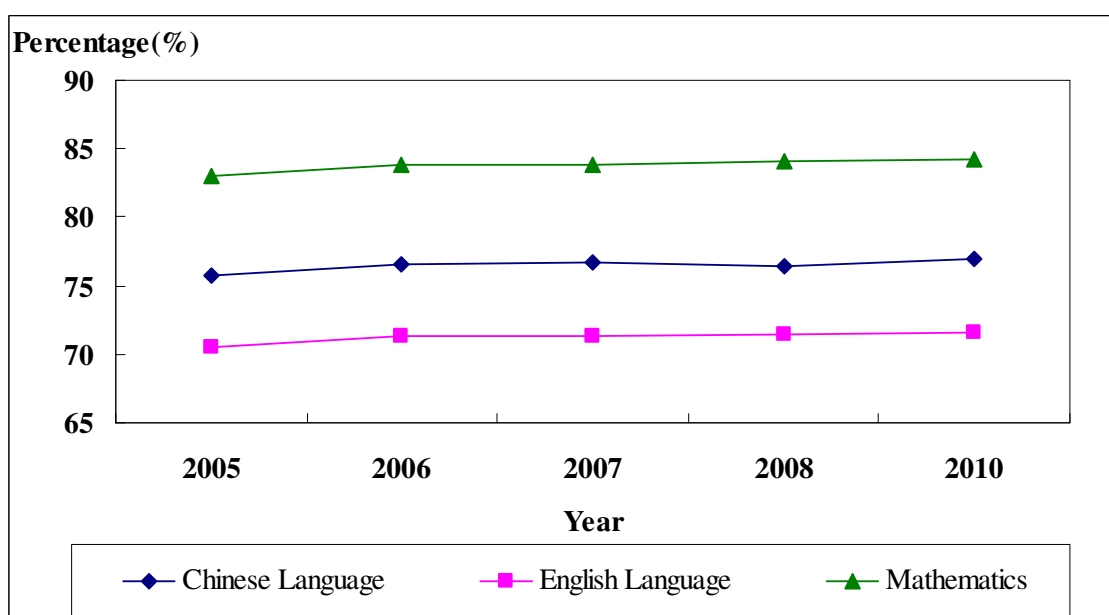
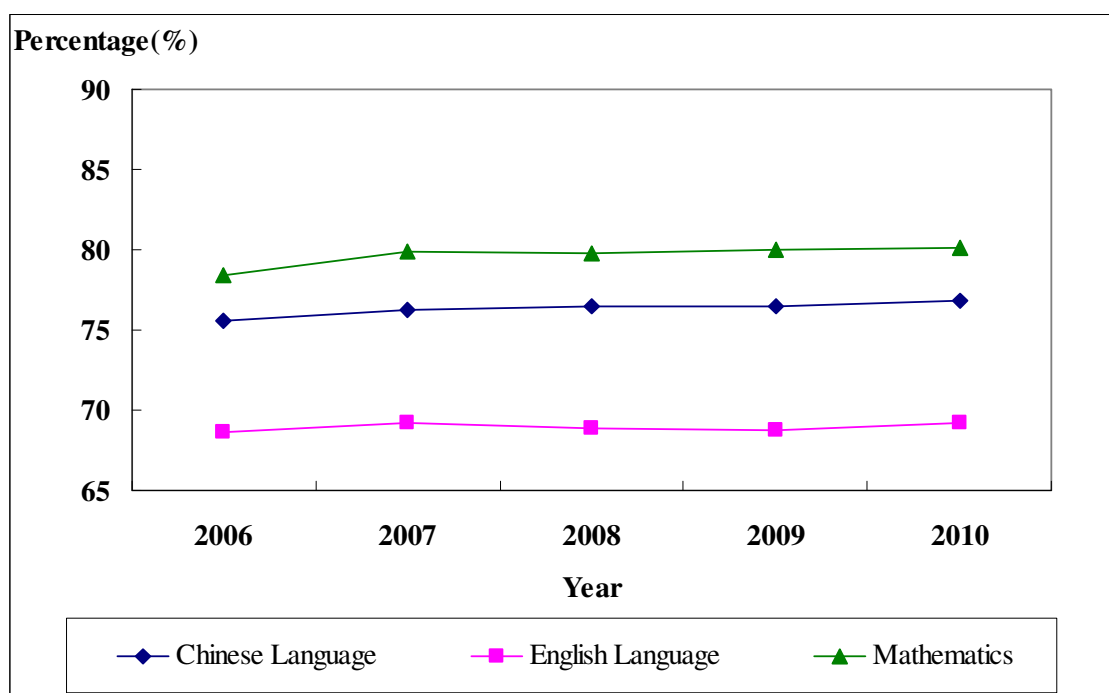


Figure 4.3 S.3 Territory-wide percentages of students achieving basic competency



Tables 4.2 and 4.3 summarises some key statistics for those TSA 2010 students who also took the TSA three years ago.

Table 4.2 Number and Percentages of Cohort Students Achieving or Not Achieving Basic Competency in 2007 P3 and 2010 P6

Subject	Chinese Language	English Language	Mathematics
Achieved both P3 BC in 2007 and P6 BC in 2010	40,037 (75.3%)	37,715 (70.2%)	43,919 (81.7%)
Achieved P3 BC in 2007 but not P6 BC in 2010	6,050 (11.4%)	5,817 (10.8%)	3,603 (6.7%)
Achieved P6 BC in 2010 but not P3 in 2007	1,785 (3.4%)	1,689 (3.1%)	1,908 (3.5%)
Number of students sitting both P3 TSA in 2007 and P6 TSA in 2010	53,173	53,728	53,769

Table 4.3 Number and Percentages of Cohort Students Achieving or Not Achieving Basic Competency in 2007 P6 and 2010 S3

Subject	Chinese Language	English Language	Mathematics
Achieved both P6 BC in 2007 and S3 BC in 2010	46,286 (70.0%)	43,631 (66.1%)	52,774 (79.9%)
Achieved P6 BC in 2007 but not S3 BC in 2010	6,019 (9.1%)	5,090 (7.7%)	5,264 (8.0%)
Achieved S3 BC in 2010 but not P6 in 2007	5,731 (8.7%)	3,493 (5.3%)	2,573 (3.9%)
Number of students sitting both P6 TSA in 2007 and S3 TSA in 2010	66,101	65,984	66,031

To generate the above tables, it was necessary to link the data for 2007 and 2010. After matching the student records, approximately 50,000 students sat the P.3 TSA in 2007 and the P.6 TSA in 2010 and approximately 66,000 students sat the P.6 TSA in 2007 and the S.3 TSA in 2010. As anticipated, most students who achieved basic competency in 2007 also achieved basic competency in 2010. This indicated the importance of prior attainment on future success.

After collecting S3 TSA data in 2010, it may be possible to track the performance of the first full cohort of students in the three subjects from P3 (2004) to P6 (2007) to S3 (2010). Relevant statistical data will be compiled for reference to EDB and where appropriate to explore the feasibility for further study.