

Results of Secondary 3 English Language in Territory-wide System Assessment 2016

The percentage of S.3 students achieving English Language Basic Competency in 2016 is 69.6%, indicating a very slight increase in the percentage of students achieving basic competency in 2016 as compared to that of 2015.

Secondary 3 Assessment Design

Assessment tasks for S.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 3 (Secondary 3)* and the *CDC Syllabus for English Language (Secondary 1 – 3) 1999*. The tasks covered the four language skills: listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands: Interpersonal, Knowledge and Experience.

The S.3 written assessments consisted of three sub-papers for Listening, Reading and Writing, comprising a total of 129 items and 138 score points. Some items appeared in different Listening and Reading sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 35 minutes, Reading sub-paper was 35 minutes and Writing sub-paper was 40 minutes. The oral assessment was comprised of two components, Individual Presentation and Group Interaction, with eight sub-papers in each component. The number of items on the various sub-papers is summarised in Table 7.11a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the S.3 sub-papers is provided in Table 7.11b.

Table 7.11a Number of Items and Score Points for S.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Paper					
Listening	31(31)	31(31)	31(31)	--	54(54)
Reading	36(36)	36(36)	36(36)	--	72(72)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	68(79)	68(79)	68(79)	--	129(138)
Speaking					
Presentation	2(14)	2(14)	2(14)	2(14)	8(14)
Group Interaction	2(6)	2(6)	2(6)	2(6)	8(6)

* Items that appear in different sub-papers are counted once only.

Table 7.11b Composition of S.3 Sub-papers

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
Listening	9EL1	9EL2	9EL3		9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	29(29)	30(30)	29(29)	L5-S-3-S3BC (ideas)	8(4)	8(4)
L5-L-1-S3BC (language features)	2(2)	1(1)	2(2)			
Reading	9ER1	9ER2	9ER3	L6-S-6-S3BC (organisation)	8(4)	0
L6-R-1-S3BC (reading strategies)	32(32)	34(34)	33(33)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L5-R-3-S3BC (language features)	2(2)	0	2(2)			
L5-R-4-S3BC (reference skills)	2(2)	2(2)	1(1)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
Writing	9EW1	9EW2	9EW3			
L6-W-1-S3BC (content)	1(4)	1(4)	1(4)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
L6-W-2-S3BC (language)	1(4)	1(4)	1(4)			
L6-W-3-S3BC (organisation)	1(2)	1(2)	1(2)			
L5-W-5-S3BC (features)	1(2)	1(2)	1(2)			

Secondary 3 Listening Items

Each student attempted three listening tasks in one of the three Listening sub-papers (about 35 minutes each). All parts or sections were played twice. Descriptions of the listening tasks are provided in Tables 7.12 and 7.13.

Table 7.12 S.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L5-L-1-S3BC	Understanding the use of a range of language features in simple literary / imaginative spoken texts	3
L5-L-2-S3BC	Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents	51
TOTAL		54

Table 7.13 S.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-1-S3BC L5-L-2-S3BC	Conversation – <i>Geography Club Trip</i> <i>9EL1 – Part 1</i> <i>9EL3 – Part 1</i>	Multiple choice Short Answer	8(8) 7(7)
L5-L-1-S3BC L5-L-2-S3BC	Conversation – <i>School Readathon</i> <i>9EL1 – Part 2</i> <i>9EL3 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Documentary – <i>Study Tour Report</i> <i>9EL1 – Part 3</i> <i>9EL2 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Interview – <i>District Education Fair</i> <i>9EL2 – Part 1</i>	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>Lonely, So Lonely</i> <i>9EL2 – Part 3</i> <i>9EL3 – Part 3</i>	Multiple choice	8(8)

Secondary 3 Reading Items

Each student attempted three reading tasks in one of the three Reading sub-papers. 35 minutes were allotted for the reading tasks in each of the sub-papers. Descriptions of the reading tasks are provided in Tables 7.14 and 7.15.

Table 7.14 S.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	69
L5-R-3-S3BC	Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts	1
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	2
TOTAL		72

Table 7.15 S.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC	Article – <i>Technology Kids Don't Understand</i> 9ER1 – Part 1 9ER2 – Part 1	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>Pimple Problem</i> 9ER1 – Part 2 9ER3 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC	Article – <i>Let's Meet... Michelle Lau</i> 9ER1 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC	Blog – <i>Did You Know?</i> 9ER2 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC	Article & Programme – <i>Social Service Week</i> 9ER2 – Part 3 9ER3 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC	Article and Poster – <i>Debating in Hong Kong</i> 9ER3 – Part 1	Multiple choice	12(12)

Secondary 3 Writing Tasks

Each student attempted a writing task of about 150 words from one of the three Writing sub-papers. Forty minutes were allotted for the writing task in each of the sub-papers. Descriptions and topics of the writing tasks are provided in Tables 7.16 and 7.17.

Table 7.16 S.3 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-W-1-S3BC	Writing a variety of texts for different purposes with relevant and generally adequate content	3
L6-W-2-S3BC	Writing a variety of texts using punctuation marks and a range of vocabulary and language patterns with some degree of appropriateness and accuracy to convey meaning	
L6-W-3-S3BC	Writing a variety of texts with adequate overall planning and organisation (including the use of cohesive devices and paragraphs, and sequencing of ideas)	
L5-W-5-S3BC	Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues	
TOTAL		3

Table 7.17 S.3 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC	Review – <i>The Latest Tech Gadgets</i>	1(12)
L6-W-2-S3BC	9EW1	
L6-W-3-S3BC	Email – <i>Making School Life Easier</i>	1(12)
L5-W-5-S3BC	9EW2	
	Story – <i>2025 – The Future</i>	1(12)
	9EW3	

Secondary 3 Speaking Tasks

Each student attempted either an ‘Individual Presentation’ (3 minutes for preparation and 2 minutes for assessment) or a ‘Group Interaction’ (3 minutes for preparation and 4 minutes for assessment). There were altogether 16 sub-papers: two sub-papers each for the Individual Presentation and Group Interaction, used in morning and afternoon sessions that took place over two assessment days. Descriptions of the speaking tasks are provided in Table 7.18.

Table 7.18 S.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L5-S-2-S3BC	Using a range of delivery techniques (including stress, rhythm and intonation) to convey meaning generally appropriately with the help of cues	Individual Presentation <i>9ESP1 – 9ESP8</i>	8
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration		
L5-S-4-S3BC	Using a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning		
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships/ interaction in familiar situations		
L6-S-6-S3BC	Using organising techniques generally appropriately to convey meaning		
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration	Group Interaction <i>9ESG1 – 9ESG8</i>	8
L6-S-5-S3BC	Using formulaic expressions and a range of strategies for oral communication to establish and maintain relationships /interaction in familiar situations		

Performance of Secondary 3 Students Achieving Basic Competence in Territory-wide System Assessment 2016

Secondary 3 Listening

Design of the Listening Papers

There are a total of three listening sub-papers, 9EL1, 9EL2 and 9EL3. In the sub-papers there are 5 listening tasks:

Tasks	Text Types
Geography Club Trip	Conversation
School Readathon	Conversation
Study Tour Report	Documentary
District Education Fair	Interview
Lonely, So Lonely	Poem

Performance of Secondary 3 Students Achieving Basic Competence in Listening Tasks

Students achieving basic competence were able to:

- understand the meaning of simple dialogues in both familiar and unfamiliar topics
- apply their knowledge of the world in various contexts
- extract specific information, comprehend main ideas and use cohesive devices to connect ideas, use discourse markers and contextual clues, as well as work out the meaning of unfamiliar words/expressions
- understand intonation when dialogues were delivered clearly and in generally familiar accents

Task Name: Geography Club Trip (Conversation). This task has a section for students to fill in blanks while they listen to the conversation.

Task Content: Students and their teacher advisor are discussing the field trip to the Hong Kong Butterfly Reserve.

Connection – cohesive devices

- Many students were able to understand the conversation between Tina and Mr. Lau and work out what each would be doing in the meeting.

2. Tina will be _____ and Mr. Lau will be _____.

- ☒ A. taking notes/recording the meeting
☐ B. reporting on the choices/playing with his phone app
☐ C. taking her music exam/deciding where they will go
☐ D. going on an outing/taking notes

9EL1/3 Part 1 Q.2

Task Name: School Readathon (Conversation)

Task Content: Students and their teacher are discussing the school readathon and how it will work.

Tone

- The majority of students were able to identify how Peter felt when they heard him say ‘7-15 books!! I can’t read that many English books in one month.’

7. When Peter hears how many books Form three students are expected to read, he is _____.

- A. sad
- B. happy
- C. angry
- ☒ D. shocked

9EL1/3 Part 2 Q.7

Task Name: Study Tour Report (Documentary)

Task Content: Part of a report of the study tour is being played on the school radio.

Unfamiliar Expression

- Many students were able to work out what Sarah meant when she used the expression ‘...two heads are better than one’.

3. Sarah asks the other students to help find the missing items and tells Miss Wong that ‘...two heads are better than one.’ ‘Two heads are better than one’ here means _____.

- A. only two people have to look for the items
- ☒ B. the more people looking the better
- C. Miss Wong doesn’t want any help
- D. two policemen will help

9EL1 Part 3/9EL2 Part 2 Q.3

Task Name: District Education Fair (Interview)

Task Content: The campus radio host is interviewing the organiser of the District Education Fair.

Tone

- Many students were able to correctly identify how Ivan felt about the use of tablets.

13. Ivan's response to the use of tablets is 'Wow, that's really modern...' He sounds _____.

- ☒ A. excited
B. negative
C. neutral
D. unimpressed

9EL2 Part 1 Q.13

Task Name: Lonely, So Lonely (Poem)

Task Content: The poem is about a student who is extremely lonely and has no friends.

Main Idea

- On hearing the third stanza of the poem many students worked out the main idea of the stanza.

Stanza 3

*'My classmates avoid me.
They never say, "hi."
They don't seem to know
I'm a wonderful guy.'*

4. When the boy goes to school, _____.

- A. he has a wonderful time all day long
B. he says "hi" to all his classmates
C. his classmates think he is great
☒ D. his classmates don't talk to him at all

9EL2/3 Part 3 Q.4

Secondary 3 Reading

Design of the Reading Papers

There are a total of three reading sub-papers, 9ER1, 9ER2 and 9ER3. In the sub-papers there are 6 reading tasks:

Tasks	Text Types
Technology Kids Don't Understand	Article
Pimple Problem	Poem
Let's Meet...Michelle Lau	Article
Did You Know?	Blog
Social Service Week	Article & Programme
Debating in Hong Kong	Article & Poster

Performance of Secondary 3 Students Achieving Basic Competence in Reading Tasks

Students achieving basic competence were able to:

- understand the meaning of simple texts written for various purposes, contexts and audiences
- extract or locate specific information from different text types such as articles, a poem, a blog and a programme and poster
- identify rhymes
- identify different text types
- work out the meaning of unfamiliar expressions and use reference/dictionary skills
- identify connections between supporting ideas and main ideas

Task Name: Technology Kids Don't Understand (Article)

Task Content: The article is about outdated technology that children now do not understand or know how to use.

Unfamiliar Expression

- Many students were able to work out what 'pocket money' was.

3. 'Pocket money' is money that is _____.

- A. kept in a pocket
- B. saved by parents
- ☒ C. given to children by parents
- D. given to parents by children

9ER1/2 Part 1 Q.3

Who remembers the wonder of a simple calculator? Who saved their pocket money to buy a machine that could add, subtract, multiply and divide when buttons were pressed? Now calculators are advanced machines that can do the maths those little machines that became popular in the 1970s could never do.



Task Name: Pimple Problem (Poem)

Task Content: The poem is about a student who has a pimple and what he does about it, starting a new trend.

Specific Information

- The majority of students were able to read stanzas four and five and work out what the student drew on his pimple.

5. The student drew _____ on his pimple.

- ☒ A. one beard
☐ B. three eyes
☐ C. two noses
☐ D. no mouth

9ER1/3 Part 2 Q.5

So that's when I decided
 I would give them a surprise.
 I grabbed a pen and drew on it
 16 two tiny little eyes.



I drew a nose, a mouth, two ears,
 a mustache, and a beard,
 to make my pimple obvious
 20 and wonderful and weird.



Task Name: Let's Meet... Michelle Lau (Article)

Task Content: The article is about Michelle Lau and her job, her life and hobbies.

Dictionary Skills

- Many students were able to connect the word 'bookworm' with the corresponding meaning.
4. Look at the word 'bookworm'. Which meaning corresponds to the word in the section?
- | | |
|---|--|
| 1. (n) a disease acquired from the paper and print of books
e.g. <i>The bookworm had damaged her fingers and hands.</i> | 2. (n) a worm that lives in books
e.g. <i>The bookworm lived between the pages of the book.</i> |
| 3. (n) larva of a wood-boring beetle which feeds on paper and glue
e.g. <i>The bookworm had seriously damaged the pages of the book.</i> | 4. (n) a person who enjoys reading
e.g. <i>She was a real bookworm, devouring hundreds of books in just a few short months.</i> |

- A. 1
B. 2
C. 3
☒ D. 4

9ER1 Part 3 Q.4

WHAT SHE WAS LIKE AS A KID

I had a few friends but I was still a bit shy. I liked to find quiet places to be alone with my thoughts and read books. I was called a bookworm.



Task Name: Did You Know? (Blog)

Task Content: The blog features information about the Great White Shark, the Tarantula–Goliath Birdeater and Lions.

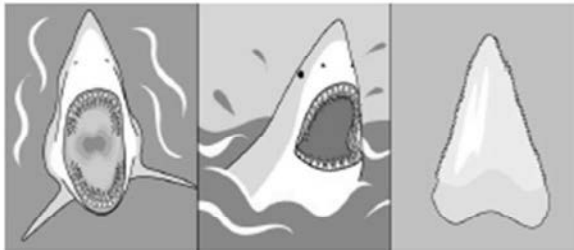
Knowledge of the World

- The majority of students were able to work out the shape of sharks' teeth.

3. Sharks have teeth that are shaped like a _____.

- A. ○
 B. □
 C. ◇
☒ D. △

9ER2 Part 2 Q.3



They are suited to hunting with a mouth of 300 serrated, triangular teeth in several rows.

Task Name: Social Service Week (Article & Programme)

Task Content: The article is about volunteering, and the Social Service Week Programme details the events to be held.

Connecting Ideas

- Many students were able to connect the ideas and work out why the food was left in the fridge.

6. The food is left in the fridge to _____.

- A. display for the people and sell the next day
☒ B. help people and solve the problem of restaurant food waste
 C. save money and taste food cooked by a famous chef
 D. help the Open Fridge programme and make money

9ER2/3 Part 3 Q.6

Chef – Marco Polli

Marco is a Spanish chef. Each night left over food cooked in his restaurant was thrown away. Some people in his town didn't have enough food to feed themselves or their families. So, Marco decided to install a communal fridge in the town centre.

Each night the leftovers get put in the fridge. Other restaurants do the same. The people who need the food help themselves.

The Open Fridge programme has also been very successful in other parts of the country. It is a great way to solve the food waste problem and hunger crisis.



Task Name: Debating in Hong Kong (Article and Poster)

Task Content: The article is about debating in Hong Kong. The poster focuses on the HK International Debate Club and upcoming events.

Inference

- Many students were able to infer the value of Mannie's debating skills and achievements.

7. Mannie found her debating skills and achievements _____ when she applied to do postgraduate studies.
- A. were a disadvantage
☒ B. were an advantage
 C. did not help her
 D. were not important

With his encouragement, Mannie went on to represent the university and Hong Kong in local and international debating competitions. When she applied to go overseas to do postgraduate studies, she found that a lot of interviewers wanted to know about her debating skills and whether debating had helped her in her studies.



Mannie Cheung – Local and International Debating Champion

Secondary 3 Writing

Design of the Writing Papers

There are a total of three writing sub-papers, 9EW1, 9EW2 and 9EW3. In the sub-papers there are three writing tasks:

Tasks	Text Types
The Latest Tech Gadgets	Review
Making School Life Easier	Email
2025 – The Future	Story

Students were instructed to complete a written assessment of about 150 words in 40 minutes.

Performance of Secondary 3 Students Achieving Basic Competence in Writing Tasks

Students achieving basic competence in writing demonstrated the following characteristics:

- generally relevant and adequate content but with limited ideas and little or no elaboration
- paragraphs generally developed based on prompts with an attempt to use cohesive devices and sequence ideas appropriately
- the use of familiar vocabulary and simple language patterns with some degree of appropriacy and accuracy to convey meaning
- reasonably comprehensible pieces of writing despite a fair number of language and/or stylistic errors

Review – The Latest Tech Gadgets (9EW1)

In this task, students were asked to write a review about some gadgets that had been tested by Technology Club members. Picture prompts were provided.

You are a member of the Technology Club at school. You have been asked by Mr. Lai, the club advisor, to write a review for the newsletter about some gadgets that club members tested. Read the email, look at the pictures and write the review.

You may use some of the ideas from the email and pictures and/or your own ideas in your writing. Write the review in about 150 words.

TO: jackieleung234@skfgrss.edu.hk; marywong@skfgrss.edu.hk; tommyau@skfgrss.edu.hk; adamhon@skfgrss.edu.hk

SUBJECT: **Choosing the end-of-year activities**

SEND

Dear Members of the Student Union,

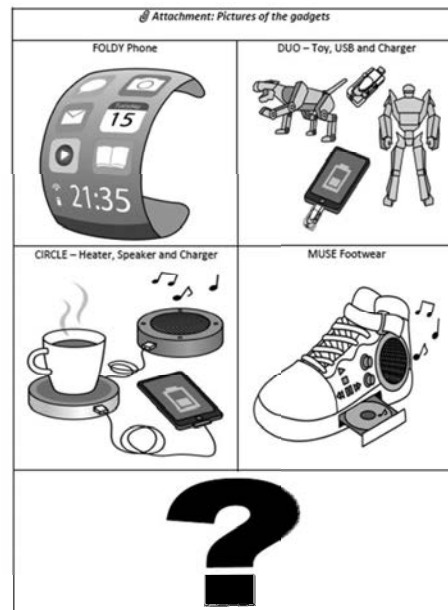
The End-of-Year Activity Committee met recently and we have come up with some suggestions for the end-of-year activities. We would like to have the input of all members of the Student Union.

We need to have a list of activities that students will be interested in. They have to be activities that won't cost too much money and aren't too far away from the school. They can be half day or whole day activities.

We have included some pictures of activities. Choose some and let us know in an email what you think about them, and which ones students would prefer and why. If you have any ideas for other activities, then please add your suggestions to the email.

I look forward to reading your emails.

Best regards,
Mr. Lai



Email – Making School Life Easier (9EW2)

In this task, students were asked to reply to an email to give their opinions about ways to make life easier for students.

The workload of students has been in the news recently. The Student Union wants your opinion about how to make school life easier for students and has sent out an email with some questions. Write an email to Jackie, the head of the Student Union, about your life as a student and how you think it could be made easier.

You may use some of the ideas from the email and/or your own ideas in your writing. Write the email in about 150 words.

TO: jowong289@skhimst.edu.hk; pmak23@skhimst.edu.hk; cwwong3C@skhimst.edu.hk; suechan4D@skhimst.edu.hk

SUBJECT: **Making school life easier**

SEND

Dear Students,

The Student Union has been very interested in the news recently about how difficult school life can be for students. We all have to deal with pressure of homework and exams, but are there ways to make it easier for students, parents and schools? We would like to know what your opinion is.

- What year level are you?
- Do you have too much homework?
- What adds pressure – homework, exams, parents' expectations...?
- Should there be a special homework timetable so that you can plan your evenings better?
- Do you want more study areas or special study lessons during the day so that you can meet with teachers and do homework?
- What other measures could be introduced to make your life easier?

Let us know what you think by writing an email. Include any other suggestions you may have that can help to improve the life of students at our school. We plan to take the suggestions to the next school council meeting.

Thanks so much,
Jackie

Head of the Student Union

Story – 2025 – The Future (9EW3)

In this task, students were asked to write a story about the future for a writing competition. Picture prompts were also provided.







You are Jackie Ho, a student at SKFGLR Secondary School. Your school has entered the '2025 - The Future' Writing Competition. Your teacher has given you a series of pictures to help you to write a story.

You may use some of the ideas from the pictures and/or your own ideas in your writing. Write the story in about 150 words.

'2025 - The Future'
Writing Competition

Use the pictures to write a story about 2025 - The Future.

What has happened? What is happening? What will happen in the future?

STORYBOARD: <u>2025 – The Future</u>	DATE: <u>06/16</u>	TITLE: <u>2025</u>	SCENE/SEQ. <u>1 - 6</u>
			
			

The following Student Exemplars are written compositions of students achieving basic competence indicating the characteristics mentioned previously.

Review – The Latest Tech Gadgets (9EW1) - Student Exemplar 1

The Latest Tech Gadgets

Two
gadgets
selected

Review of the CIRCLE and MUSE Footwear

Short but
suitable
introduction

I am going to share the positives and negatives of those two gadgets. Also, what I think about the gadgets.

1

First I think CIRCLE is a good gadgets. CIRCLE can be a heater, speaker and charger. I think it is convenient. In coffee shop, we will want to enjoy the hot coffee and listen some music. However the hot coffee will just become warm easily so we can use CIRCLE to heat it.

Because of listening some music, we need a phone, but we may forget to charge the mobile phone before hang out. We can use CIRCLE to

share music to others because we may want to listen music with friends but forget to bring the ear phones. Then we can use it to share music with friends. But the CIRCLE may use up the battery quickly. ^{you need to charge it again}

2

Second, I am going to talk about MUSE Footwear. I think MUSE Footwear is not good. When we walking on the street, the MUSE Footwear will play the music, it may disturb others. If your shoes can make some music, I think it is so embarrassed because others will look at you.

3

If we want to change a song, we need to stop walking to click the bottom of the shoes. Also, I think the shoes are very

4

heavy because the shoes inside contain a speaker. The MUSE Footwear just can play CDs, but CDs are quiet expensive, not every one can afford it. But I think when we are doing exercise we can wear this shoes because it can relax and make me want to do more exercise. The battery life is a whole day after the battery is used up we can charge the battery.

I hope my review can let you know more about CIRCLE and MUSE Footwear.

Short
conclusion

Annotation - Student Exemplar 1

A short and concise introduction is provided but the purpose for writing is not clear.



Some suitable ideas provided about the items reviewed – *the CIRCLE is convenient, but the battery may be used up/drained quickly*

The MUSE footwear can disturb others and the shoes are heavy to wear.

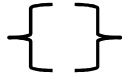


Many expressions and vocabulary are used incorrectly but it is still an understandable review – *is a good gadgets* instead of *is a good gadget*, *in coffee shop* instead of *in a/the coffee shop*, *speak* instead of *speaker*, *share music to others* instead of *share music with others*, *wear this shoes* instead of *wear these shoes*, *let you know more about* instead of *tell you more about*, *it is so embarrassed* instead of *it is so embarrassing*

Spelling is also inaccurate – *quiet* instead of *quite*, *hole* instead of *whole*



The writer has used connectives within the paragraphs – *first, second*



Paragraphing – two items have been included in the same paragraph.

Email – Making School Life Easier (9EW2) - Student Exemplar 2

TO: jackiechonghp@skhlmst.edu.hk

SUBJECT: My opinion about how to make school life easier for students

SEND

Greeting

Dear Jackie,

1

My name is Sue Chan. I am year level four. Everyday I have too much homework to do. [sometime] I have [more then ten homeworks] need to do. That ten homeworks inside must have seven homeworks is English so I hate the English teacher so much. In the exams day, my teacher still gave us homework to do, so that I don't have enough times to study for my exams.

2

[I shouldn't had a special homework timetable] so that can plan my evenings better. Then now I want to starting in tomorrow to plan a timetable to easy do my homework.

3

And, I think I will use more time to find my teacher to help me Maths, because [I really not good at maths] I always fail in my exams too. I want more study areas or special lessons during the day, so that I can meet with teachers more and [can do homework finished early too.]

[In the top of the ideas also is the students ideas too] Hope you saw this e-mail, You can help to improve the life of our school students.

Incorrect
complimentary
close

skhlmst student,

Sue Chan.

Annotation - Student Exemplar 2

The complimentary close used is incorrect – *skhlmst.student Sue Chan*



The piece of writing has an introductory paragraph which is topic related and details how much homework Sue has. She also complains about getting homework on exam days and then not having time to study for the exams as a result.



The second paragraph deals more with what Sue will do herself – still connected to the topic – she will make a homework timetable and she will find her teacher to help her.



The writer has used the points to connect to what Sue will do, using the examples provided but the writer has not really made any suggestions as to what can be done for other students. Sue also mentions that she wants study lessons so that she can meet teachers and do homework.



There are errors in vocabulary and expression which affect meaning – *sometime* instead of *sometimes*, *more than ten homeworks* instead of *more than ten pieces of homework*, *I shouldn't had a special timetable* instead of *I should have a special timetable*, *I really not good* instead of *I am really not good*, *and can do homework finished early too* instead of *and can get my homework finished early too*, *In the top of the ideas also is the students ideas too* – it is unclear as to what this means.



Errors in tense – *Hope you saw* instead of *I hope you see*



Singular/plural – *in the exams day* instead of *on the exam days*, *enough times* instead of *enough time*

Story – 2025 – The Future (9EW3) - Student Exemplar 3

Not really a
story

2025 - The Future

2025, — [our future which is 10 years later]
After this 10 years, what will the world like?

The technology of [antismant] and spaceship will grow rapidly. Enjoying the splendid view of universe will be one of the entertainments. It will be [much more safe] when travelling on the spaceship. Moreover, people can meet new friends with the aliens. By traveling to other planets, it's much easier to get a look of others' landscape or ~~even~~ have a trip of the universe!

Picture
prompt
referenced

2

Besides the improvement of the technology, the higher living standard of the people lead to the need of mass production and rapid development. Thus, serious pollutions such as water pollution, air pollution and land pollution will appear. Lots of pollutants such as carbon dioxide, sulphur dioxide and chemical waste will be released by the large amount of factories and transportation. Therefore pollution is very serious and it will affect human's health directly. Also, the beauty of the nature and [treasure landscape] of earth will soon disappear.

2

2 2025 is the year which symbolises both advanced technology and serious pollution. It's definitely important

Short
conclusion

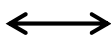
Annotation - Student Exemplar 3

1

The writer has not really written a story. This is more of an article or a recount/description of some of the picture prompts.

2

Ideas are somewhat relevant and related to the topic but the focus seems to be more on the environment and how it will affect the earth – picture prompt one, rather than the development of a story. There is a conclusion which draws the previous paragraphs together by concluding that 2025 will be when technology and pollution need to balance with the life of humans.



Appropriate language is used to describe the environmental issues → *water, air and land pollution, pollutants, carbon dioxide, sulphur dioxide, chemical waste*

[]

There are some errors in vocabulary and expression which affect meaning – *our future which is 10 years later* instead of *this will be our future in ten years*, *much more safe* instead of *much safer*, *autronaut* instead of *astronaut*, *treasure landscape* instead of *treasured landscape*



Use of connectives – *besides* and *thus*



Singular/plural – *spaceship* instead of *spaceships*, *entertainments* instead of *entertainment*



Word order – *it will affect humans health directly* instead of *it will directly affect humans health*

Secondary 3 Speaking

12 or 24 students (depending on the school size) were randomly selected from each school to participate in the oral assessment. A standard of basic competency in speaking was not set due to the relatively small sample size of students. However, a summary of the overall performance levels of students is given in the section ‘General Comments on Secondary 3 Student Performances’.

Good Performance of Secondary 3 Students in Territory-wide System Assessment 2016

Secondary 3 Listening

Good Performance in Listening Tasks

Students with good performance did well at the basic competency level and they were also able to correctly answer a range of higher order questions as well as demonstrate the ability to:

- understand topics, ideas, information, preferences, intentions and attitudes in simple spoken texts in familiar and unfamiliar topics
- extract specific information, connect ideas and work out meanings of words using contextual clues
- discriminate between intonation for a range of purposes when dialogues were delivered clearly and in generally familiar accents

For task contents please refer to the “*Performance of Secondary 3 Students Achieving Basic Competence in Listening Tasks*” Section.

Task Name: Geography Club Trip (Conversation)

This task has a section for students to fill in blanks while they listen to the conversation.

Prediction

- The more able students were capable of predicting why Candy would say ‘Call us when you have more information.’ and what would happen.

7. Candy says, ‘Call us when you have more information.’ This is so that _____.

- A. Mr. Lau can talk to Candy
- ☒ B. Candy can work out the cost for the group
- C. Mark will get his own discount
- D. Tina can check the phone number

9EL1/3 Part 1 Q.7

Task Name: School Readathon (Conversation)**Connection – cohesive devices**

- The more able students were capable of connecting ideas when they listened to the interaction between the two students (Tammy and Peter) about Peter's reading habits.

5. From what Tammy and Peter say, we learn that Peter _____.

- | | |
|------------------------------------|-----------------------|
| 1. isn't a very fast reader | 2. loves reading |
| 3. doesn't like reading many books | 4. reads very quickly |

- A. 1 and 2
☒ B. 1 and 3
C. 2 and 4
D. 3 and 4

9EL1/3 Part 2 Q.5

Task Name: Study Tour Report (Documentary)**Connection - discourse markers**

- Students with good performance were capable of working out how many parts there were to the documentary when they heard Tony, the Radio Host say '...They produced a documentary of the tour and we will play Part One of the documentary now.'

1. The documentary made by the students has _____.

- A. one part
☒ B. more than one part
C. no parts
D. interviews with Miss Wong

9EL1 Part 3/9EL2 Part 2 Q.1

Task Name: District Education Fair (Interview)**Unfamiliar Word/Expression**

- Students with good performance were capable of working out the meaning of unfamiliar words and were able to determine what was meant by the term 'static'.
14. Mrs. Cheung says, 'We didn't want this to be a very static display with no interaction from the students and teachers.' Static here means _____.
- ☒ A. something that doesn't move or change
- B. something heavy that doesn't move
- C. some noise heard on a telephone or radio
- D. something able to conduct an electric current

9EL2 Part 1 Q.14

Task Name: Lonely, So Lonely (Poem)**Main Idea**

- The more able students were able to work out other possible titles for the poem after listening to the poem about the lonely boy.
8. The title of the poem is 'Lonely, So Lonely'. It could also be _____.
- A. I Need A Bath
- B. Can You Tell I Smell?
- C. I Don't Have Any Friends
- ☒ D. all of the above

9EL2/3 Part 3 Q.8

Secondary 3 Reading**Good Performance in Reading Tasks**

Students with good performance did well at the basic competency level and they were also able to correctly answer a range of higher order questions as well as:

- use a wider range of reading strategies to understand the meaning of texts with some degree of complexity
- demonstrate ability to use strategies to determine the meaning of texts written on familiar and unfamiliar topics and for various purposes, contexts and audiences
- extract or locate specific information from different text types such as articles, a poem, a poster, a programme and a blog
- use inference skills in certain passages with familiar topics

- analyse and integrate relevant points from one or more texts

For task contents please refer to the “*Performance of Secondary 3 Students Achieving Basic Competence in Reading Tasks*” Section.

Task Name: Technology Kids Don’t Understand (Article)

Dictionary Skills

- Students with good performance were capable of working out the meaning of the word ‘grounded’ in conjunction with the meanings and examples provided.

Technology Kids Don’t Understand

The very fast changes and developments in technology are regular news items. Our children are growing up in a world that is more grounded in technology than ever before.

1. Look at the word ‘grounded’. Which meaning corresponds to the word in the section?

- | | |
|--|--|
| 1. (v) to connect an electrical device to the ground
e.g. <i>The lamps were grounded by some wires.</i> | 2. (v) to give something a practical basis
e.g. <i>The world we live in is grounded by the continued development and use of technology.</i> |
| 3. (v) to instruct someone thoroughly in a subject
e.g. <i>The student was grounded in how computers worked by his teacher.</i> | 4. (v) to be punished by your parents
e.g. <i>She was grounded because she played online games and did not do her homework.</i> |

- A. 1
☒ B. 2
 C. 3
 D. 4

9ER1/2 Part 1 Q.1

Task Name: Pimple Problem (Poem)**Inference**

- Students could generally infer information. They were able to work out why the student drew things on his pimple when they read stanzas four and five of the poem.

So that's when I decided
I would give them a surprise.
I grabbed a pen and drew on it
16 two tiny little eyes.



I drew a nose, a mouth, two ears,
a mustache, and a beard,
to make my pimple obvious
20 and wonderful and weird.



6. The student also drew some other things on the pimple so that it would _____.
- A. look like his face
 - B. go away
 - ☒ C. stand out
 - D. look smaller

9ER1/3 Part 2 Q.6

Task Name: Let's Meet... Michelle Lau (Article)**Predicting the likely development of the text**

- Generally the more able students were able to predict the development of the text and work out how the article might continue.

WHAT SHE DOES → WHAT SHE WAS LIKE AS A KID → HEROES →
HOW SHE GOT INTO HER FIELD → TYPICAL DAY
→ WHAT SHE DOES FOR FUN → ?

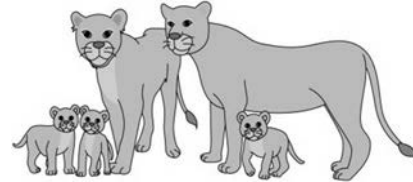
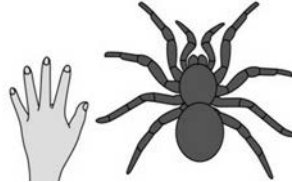
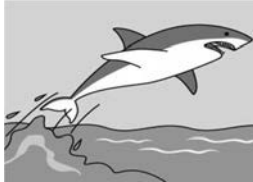
15. The article could continue with Michelle talking about _____.

- ☒ A. what she might do in the future
- B. her grandparents and her past
- C. a presentation one of her students gave recently
- D. the dangers of bookworms

9ER1 Part 3 Q.15

Task Name: Did You Know? (Blog)**Analysing and integrating relevant points from one or more texts**

- The more able students were able to analyse and integrate points from the entire text and work out which animal was the least dangerous.



8. Out of all of the animals mentioned, the _____ are the least dangerous.

- A. sharks
- B. tarantulas
- ☒ C. cubs
- D. lionesses

9ER2 Part 2 Q.8

Task Name: Social Service Week (Article & Programme)**Predicting content**

- Students were able to predict what the speech would be about when they read the information provided on the programme.

Monday
Special Morning Assembly
8.30 a.m. – 9.30 a.m.
Topic: Social Service - What you can do!
Guest Speakers – Lisa Ma & Tony Wong



13. The speech Lisa and Tony will give is about how _____.

- A. their programme started
- ☒ B. students can become volunteers
- C. they run their programme
- D. to run a BiblioBook Programme at school

9ER2/3 Part 3 Q.13

Task Name: Debating in Hong Kong (Article and Poster)**Connection between ideas**

- Students were able to connect the ideas in the article and work out the debating competitions Mannie was involved in.



Mannie Cheung – Local and International Debating Champion

Mannie got her start in local primary school debate competitions. She spent her secondary school years developing her debating skills. When she went to university, she almost decided to give up debating. An instructor convinced her to become involved after he heard her arguing in class.

With his encouragement, Mannie went on to represent the university and Hong Kong in local and international debating competitions. When she applied to go overseas to do postgraduate studies, she found that a lot of interviewers wanted to know about her debating skills and whether debating had helped her in her studies.

5. Mannie Cheung was involved in debating competitions _____.
- A. in primary school
 - B. in secondary school
 - C. overseas
 - ☒ D. all of the above

9ER3 Part 1 Q.5

Secondary 3 Writing

Most students with good performance in writing demonstrated competence and an attempt to communicate relevant ideas, information, opinions and feelings appropriate to the context and purpose.

The following Student Exemplars are written passages that have the following characteristics:

- relevant content and ideas expressed effectively
- adequate overall planning and organisation
- paragraphs developed with supporting details
- coherent links within and between paragraphs
- wider range of vocabulary and language patterns used appropriately
- few grammatical, spelling, capitalisation and punctuation mistakes
- features used correctly with few tense shifts and a better focus on the subject and event
- clear understanding of the audience and format as well as context and purpose

Review – The Latest Tech Gadgets (9EW1) - Student Exemplar 4**The Latest Tech Gadgets**

1

Review of the CIRCLEand MUS8 Footwear

We have received several gadgets recently to be tested out and reviewed. In this review, we will feature two of the gadgets for review.

1

The first one is the CIRCLE. It is a device which can act as a heater, speaker and charger at the same time. It is a helpful tool in daily lives. We will talk about this device's pros and cons below.

2

For its advantages, we can't deny that it has a [user-friendly design]. It can heat drinks, play music and charge electronic devices in the mean time. There is no need to purchase three different gadgets. Its cost is lower than the cost of buying three devices and it is super easy to use.

2

For its disadvantages, [we regret to tell you that] its battery life is relatively short. It needs to be charged if it has been turned on for 2 hours, which means that it is very electricity-consuming. It cannot provide a long service for users and may shut down automatically when battery runs out.

I, a Technology Club member, personally fall in love with this wonderful gadget despite its short battery life. Life will be much easier with the presence of this tiny helper. The [cost is also quite reasonable as well.]

2

The second one is the MUS8 Footwear. It is a pair of sneakers with a music player in it. It easily catches the eyes of teens since it was released as it looks cool and [gorgeous]. We will talk about the pros and cons of this device, same as above, as well.

2

For advantages, [there is no denying that] it looks so [awesome], with a well-designed [sneaker] look and a eye-catching CD player. Users can enjoy music whenever they wear this pair of 'magic shoes'. It is actually a combination of headphones and sneakers, which [provides great convenience] for users.

For disadvantages, [we are sorry to say that] this pair of shoes is rather heavy due to the installation of a CD player. Sneakers can provide great protection when we are doing sports and are usually rather light-weighted in sense. To be honest, this pair of sneakers cannot provide you a light and proper protection as it is very heavy in weight. The CD player can be damaged easily when we crush it with other stuff. On the other hand, the cost of this footwear is very expensive. Its price is about four times of a normal footwear. This is also the reason for its low purchasing rate.

Speaking personally, I think it's not worth buying as it can't give what a proper pair

Two gadgets selected and reason for review is given

of sneakers can provide for you, such as light weight and protection of your feet. The CD player is fragile. In my opinion, this product is a 'white elephant' as it looks amazing but it's not useful indeed with a shockingly high price. We should consider thoroughly before we purchase this gadget. More and more electronic devices are designed and released nowadays. All of them aim at making our lives easier. However, we should consider its functions before we buy them in order not to waste money.

Suitable and interesting conclusion

Annotation - Student Exemplar 4

- 1 Appropriate introduction and concluding paragraph and features of a review are evident.
- 2 Ideas are generally expressed clearly and effectively with elaboration and the writer talks about the two products, giving a description, mentioning the user-friendly design, cost, features, electricity consumption, weight, suitability. The writer also mentions the cost in comparison to purchasing other gadgets that would do the same thing. The writer also mentions his/her personal feelings in regard to the gadgets – both positive and negative- and soundly expresses the pros and cons of the two items.
- [] Good range and use of topic specific vocabulary – *cost... reasonable, user-friendly design, provides great convenience, fragile, sneaker, white elephant, we regret to tell you, awesome, gorgeous*
- Good range of language patterns, *there is no denying that, we regret to tell you that* and *we are sorry to say that*
- ◀.....▶ Coherent links throughout the review with connectives used – *on the other hand, in my opinion, however*
- ◻ The writer fluctuates between using *we* and *I* in the review.
- ~ Some expressions used incorrectly but these do not impede the understanding/meaning – *for advantages/disadvantages* instead of *the advantages/disadvantages are*, *electricity-consuming* instead of *high consumption of electricity/consumes a lot of electricity*, *such as lightweight and protection of your foot* instead of *being lightweight and protecting your feet*

Email – Making School Life Easier (9EW2) - Student Exemplar 5TO: **jackiechonghp@skhlmst.edu.hk**SUBJECT: **My opinion about how to make school life easier for students****SEND**Appropriate
greeting

Dear Jackie,

I have recently heard that the Student Union wants to know more about the workload of students. Therefore, I am writing this email in response to the issue. Let me introduce myself first.

1

I am from year 8. Year 8 is a year with most homework in the school and I don't know why. Thus I have countless homework every day and it is definitely excessive. Always my parents want me to get higher and more predictable mark in exams. This adds pressure to my academic studies. I realize the school lives here are very hard that students cannot really deal with the workload and pressure.

Here are some suggestions I can give. Students find it difficult to find a quiet place ^{and suitable time} for studying always. They are busy after school with the extra-curricular activities. And their homes are not so quiet that they can study concentratedly. Therefore, I think that schools should open more study areas and special study lessons that we can meet teachers and ask questions.

3

2

Furthermore, students' workload is too high to manage both extra-curricular aspects and the homework. They need to be the 'best' of everything to meet their parents' and societies' expectations. All-rounded students are developed which are good at many different perspectives. This is bad news to the students. As for improvement, the government should better restrict the schools' of assigning limited homework to make it simple, that is to set a quota to limit the number of homework assigned to students and the amount of extra-curricular activities that students can join.

3

These are the suggestions that I can give. Being a year 8 student, I truly realize the workload of students. I think that my advice can help to ease the workload and make their school lives easier. Therefore, I am looking forward to the implementation of these suggestions above. A happy school life is crucial to every single student, so I hope that the situation now can be improved.

Yours sincerely,
Chris

Correct
complimentary
close

Annotation - Student Exemplar 5

- 1 The writer has provided an introduction and a conclusion. Also the greeting and complimentary close used are correct and appropriate. The purpose of writing is clear.
- 2 Coherent links join the paragraphs together to form a cohesive piece of writing about the lives of students and suggestions to improve them. Use of connectives – *furthermore, therefore*
- 3 The writer has used the email provided as a basis but gives suggestions like getting the government involved (even though this is not something the student union would be able to deal with), who will restrict the assigning of homework and setting quotas on the amount of homework assigned.
- ➡ The writer has used a variety and range of topic appropriate vocabulary – *countless, excessive, pressure, restrict, assigning homework, implementation, crucial*
- ~ Some vocabulary/expressions used are incorrect but meaning is not affected – *they need to be the best of everything* instead of *they need to be the best at everything*, *this is a bad news to the students* instead of *this is bad news for the students*, *predictible* instead of *predictable*, *concentratedly* instead of *concentrate on their studies*
- ⚡ Errors in word order are made, but they do not affect meaning– *always my parents* instead of *my parents always*, *the implementation of these suggestions above* instead of *the implementation of the above suggestions*, *Students find it difficult to find a quiet place and suitable time for studying* instead of *Students always find it difficult to find a quiet place and suitable time for studying*

Story – 2025 – The Future (9EW3) - Student Exemplar 6**2025 - The Future**

Introduction
is set up
using the
picture
prompts
provided

Since the knowledge and technology of the whole world rise, there are many factories built in the world. The waste and polluted water from factories always go into the river water and sea water. The water has been polluted by the waste and caused many serious problems. For example, human do not have enough clean water to drink and the fish in the sea died. People do not have enough food to eat too. So the government of controlling the whole world decided to send human to the space and live there from preventing the continuously pollution of the Earth.

In 2025, two human were sent to the space to test for the safety of living in space. The two human are a eighteen years old girl and a fifteen years old boy respectively. They were both nervous during the trip from the Earth to the space because they need to leave their home forever and go to an unknown place. During the trip, they saw lots of space ships moving besides them and they felt surprised of that. Suddenly, they saw lots of aliens standing on a tiny place. They landed on that place quickly and wanted to see what had happened.

When they landed on the place, many aliens went to them and greeted them. The two teenagers were happy because they had never seen a real alien and now they saw lots of aliens. They went to hug the aliens and wanted to be friends with them. They were too excited and they had forgotten that the aliens hate to have any skin touch with others. So when the two teenagers hugged the aliens, they were caught by the aliens and taken to the police station there.

Unfortunately, the head police alien is an alien which hate to have any skin touch ^{with others} and it also hate humans too. So when it saw the two teenagers brought to the police station, its face turned black. Also it said that maybe the two teenagers decided to kill them by hugging them so the head police alien called the others to kill the teenagers to prevent the thing happened.

At last, the two teenagers were killed by the aliens and the human did not have the chance to move to the space to live anymore. It is because the aliens destroyed the Earth afterwards and prevent humans to go to space again.

Conclusion

Annotation - Student Exemplar 6

- 1 The story follows the picture prompts provided but does give an ending that is not based on the pictures. There is a clear plot which also shows the writer's imagination.
 - 2 Some good ideas that are relevant to the topic and which are elaborated on – the characters in the story got killed by aliens because the aliens hated humans. As a result humans lost their chance to go into space and the aliens destroyed the earth → story climax.
 - 3 Paragraphing is evident with a clear introduction, body and conclusion.
 - 4 Combination of tenses used → present tense is used in the introduction and past tense and present tense are used in story.
- ~ There are errors in vocabulary and expression but they do not affect meaning – *rise* instead of *improved*, *there are many factories built* instead of *many factories were built*, *send human to the space* instead of *send humans into space*, *a eighteen years old* instead of *an eighteen year old*, *to test the safety of living in space* instead of *to test if it was safe to live in space*, *at last* instead of *finally/at the end*, *suddenly*, *felt surprised of that* instead of *were surprised about that*, *place* instead of *planet*
- ◀.....▶ Singular/Plural – *human* instead of *humans*

*The writer has not included any dialogue between the characters. This is not required but dialogues can liven up the narrative.

Secondary 3 Speaking

Individual Presentations

Students with good speaking skills were competent in the following four areas: ‘ideas and organisation’, ‘vocabulary and language patterns’, ‘pronunciation and delivery’ and ‘strategies for oral communication’.

- Students expressed ideas, information and opinions that were relevant and reasonably clear with supporting details.
- Students were capable of using varied and appropriate language patterns and vocabulary to enrich their presentation.
- They could also speak fluently with few errors in pronunciation and use intonation to enhance their presentation.
- They showed an awareness of their audience by maintaining good eye contact with the oral examiners.

Group Interactions

Students with good speaking skills were competent in conveying ideas intelligibly as well as using simple strategies for effective oral communication.

- Students could respond to relevant ideas with supporting details provided. They demonstrated a good range of vocabulary and were reasonably clear in expressing opinions. Pronunciation of familiar and unfamiliar words was generally clear and accurate.
- Students could use various strategies for oral communication. They could maintain interaction through a range of communicative strategies, such as posing questions to elicit opinions from other group members by asking ‘What’s your opinion?’ and ‘What do you think?’ They also encouraged other members to further elaborate their ideas by saying things like ‘Can you tell us more about...’ and ‘What do you think...’ They were effective group facilitators.

General Comments on Secondary 3 Student Performances

Secondary 3 Listening

- Students at the Basic Competency level performed well with extracting specific information from spoken texts. They could understand conversations supported by context, careful or slowed speech, repetitions or rephrasing. They could distinguish most common word-order patterns but had difficulty with tense shifts and more complex sentence structures.
- Most students understood simple texts with familiar topics. Generally students could work out the meaning of unfamiliar words and expressions when a simple and familiar context was given.
- A considerable number of students were also able to select answers based on contextual clues provided as well as connect ideas.
- Generally students were able to identify the context provided.
- Students were able to distinguish a speaker's feelings/reactions from the information provided.
- Generally students were also able to apply their knowledge of the world to correctly select answers.

Secondary 3 Reading

- Most students were capable of locating specific information from different text types.
- Many students could interpret the meaning of unfamiliar words and expressions using contextual clues/provided meanings and examples.
- Quite a number of students were able to infer meaning from the context provided.
- Many students were able to understand the connection between ideas and also locate information to support or connect ideas.
- Students could also identify details that support a main idea/main ideas using the information provided.
- Many students were able to work out simple rhymes when reading a poem.
- Students were also able to apply their knowledge of the world to correctly select answers.
- Many students demonstrated their dictionary skills by selecting the correct meanings of words provided.

Secondary 3 Writing

- Students writing well-organised paragraphs, providing additional details for their ideas and making few grammatical mistakes scored 3 and 4 for Content and Language.
- Students scoring 2 or 1 for Content and Language tended to provide few ideas, generally based their writing on the prompts and made many grammatical errors.
- Off-topic writing passages were awarded 0 for Content and Features and did not score more than a 2 for Organisation and Language.
- Using a wider range of vocabulary with fewer grammatical errors, capable students could provide more supporting details to their main ideas in their writing. (Student exemplar #4 – Review – The Latest Tech Gadgets and student exemplar #5 – Email – Making School Life Easier and exemplar #6 – Story – 2025 – The Future)
- Although students could write well-organised paragraphs, few could elaborate on the topic and generally based their comments on the prompts. (Student exemplar #1 – Review – The Latest Tech Gadgets and student exemplar #2 – Email – Making School Life Easier)
- Students with better writing skills could develop well-organised paragraphs and could, for instance, provide detailed information about the gadgets being reviewed, commenting on design, cost, features, electricity consumption, weight and suitability as well as give reasons to support their choices. They elaborated on the prompts provided and also added their own information about what could be done at school to make things easier for students. (Student exemplar #4 – Review – The Latest Tech Gadgets and student exemplar #5 – Email – Making School Life Easier)
- When writing the story students generally used simple vocabulary and language patterns and their ideas generally lacked elaboration or connection to the topic – for example, the focus seemed to be on the environment and the problems rather than using that as a start to the story. Although errors in spelling and grammar were evident, comprehension was not hindered. (Student exemplar #3 – Story – 2025 – The Future)
- Capable students also wrote stories in which they elaborated on ideas of space travel and the reasons for this travel. They also demonstrated their imagination in writing stories that had unexpected events/endings. (Student exemplar #6 – Story – 2025 – The Future)
- Students, in many instances, misused common words and expressions. They also misspelled common words and it was evident that proofreading was not being done. It was also evident that some students were hindered by their inability to use simple tenses or to distinguish between the singular or plural. (Student exemplar #1 – Review

– The Latest Tech Gadgets and student exemplar #2 – Email - Making School Life Easier and Student exemplar #3 – Story – 2025 – The Future)

- Most students were able to use the correct greeting in the email, but many did not know the appropriate complimentary close to use. (Student exemplar #2 – Email - Making School Life Easier)

Secondary 3 Speaking

Overall speaking performance

- Students were generally able to present relevant ideas clearly, though some had difficulties in organising their ideas coherently.
- Although some students used limited vocabulary, basic sentence structures or inaccurate grammatical structures, they understood the tasks and made a good attempt to share their ideas logically.

Individual Presentation

- About half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. Some of them, however, relied heavily on the given prompts and could not elaborate their ideas.
- Some students were unfamiliar with some key words and made errors in their pronunciation, for example, ‘ambassador’, ‘principal’, ‘exchange’, ‘technology’, ‘actor’, ‘participate’, ‘destination’, ‘reasons’, ‘Korea’, ‘environment’ and ‘films’.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on memorised phrases.

Group Interaction

- Although most students could express and respond to ideas that were relevant to the topics, some of them failed to elaborate their ideas in greater detail. Some weaker students managed to join the discussion with the help of more capable students or the prompts provided.
- Students could generally use a limited range of formulaic expressions to respond to others, for example, ‘I agree with you’, ‘That’s very good. .. I think that’.
- Most students were able to sustain the discussion. Although some students responded very well to others’ ideas before adding their own points, many of them responded mechanically or unnaturally to others and continued by making their own ‘individual presentations’, evidencing limited interaction strategies or knowledge of how to continue. Greater amounts of ‘fixed’ turn-taking (i.e. one student after another and this fixed order would be followed by the students instead of turn-taking being determined

by those with ideas to contribute) were evident and conversations were stilted and unnatural as a result. Students also used ‘I agree’ but failed to add anything more as an explanation of why they agreed with what had been said – again evidence of limited understanding of interaction strategies or knowledge of how to interact to keep the discussion going naturally.

Overview of Student Performances in English Language at Secondary 3 Territory-wide System Assessment 2014-2016

The percentage of S.3 students achieving Basic Competency in 2016 was 69.6 %. The percentage for the year 2015 was 69.4 % as shown in Table 7.19.

Table 7.19 Percentages of S.3 Students Achieving English Language Basic Competency in 2014-2016

Year	% of Students Achieving English Language Basic Competency
2014	69.3
2015	69.4
2016	69.6

An overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2014-2016 provides useful information on how teachers can help students improve their skills. Table 7.20 summarises such an overview.

Table 7.20 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2014-2016

Reading		Year	2014	2015	2016	Remarks
Strengths			<ul style="list-style-type: none">A high percentage of students could generally use strategies to determine the meaning of texts written on familiar topics and could identify general and specific information.Many students were capable of distinguishing views and attitudes through contextual clues in familiar topics.Many students were able to identify details that supported a main idea.Students were generally able to identify sequences in familiar genres such as a poem.Many of the students could understand language features and correctly identify the various rhymes in the poem.The majority of students were also able to apply a range of reference skills and locate information in simple charts.	<ul style="list-style-type: none">A high percentage of students could generally use strategies to determine the meaning of texts written on familiar topics and could identify general and specific information.Many students were capable of distinguishing views through contextual clues in familiar topics.Many of the students could understand language features and correctly identify the various rhymes in the poem.Students were also able to identify the features of various text types used.Many students were able to identify details that supported a main idea.	<ul style="list-style-type: none">Many students could understand language features and correctly identify the various rhymes in the poem.Many of the students were able to locate and identify general and specific information.Students could generally use strategies to determine the meaning of texts written on familiar topics.Many students were able to connect ideas and work out inferences.Students were also able to identify the features of various text types used.	<ul style="list-style-type: none">Performance in the poem section indicates students are becoming familiar with and able to identify the various features of a poem.Students are able to work out general and specific information in familiar topics, however, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in identifying general and specific information and also working out contexts and connecting ideas.Students need to be exposed to a variety of familiar and unfamiliar topics and vocabulary so that they are able to understand the context and also work out the meaning of unfamiliar words and expressions.Students should not think of information in isolation, rather as a piece made up of different pieces of information that are linked together. This will then enable them to determine connections between ideas and work out the main
Weaknesses			<ul style="list-style-type: none">Even with picture prompts provided students still found it difficult to understand the meaning of unfamiliar topics.They were also unable therefore to work out unfamiliar words and expressions as well as contextual clues in unfamiliar topics.Students found it difficult to identify sequences in unfamiliar	<ul style="list-style-type: none">Students found it difficult to identify main ideas despite picture prompts being provided.Even with picture prompts provided students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues.	<ul style="list-style-type: none">Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided.Even with prompts such as dictionary definitions and sentences providing different examples of word usage, students still found it difficult to understand the meaning of unfamiliar words	

	topics such as the Treasure Hunt Build-A-Book.		<ul style="list-style-type: none"> and expressions as well as some contextual clues. Students tended to see information in isolation and found it difficult in some instances to connect ideas, analyse and integrate relevant points from one or more texts, and predict content. 	idea of a piece and also be able to predict content.
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Writing Year	2014	2015	2016	Remarks
Strengths	<ul style="list-style-type: none"> In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing Students in most cases were able to provide some details to support main ideas. Many students could write well-organised paragraphs. Many students could use simple sentences with connectives, such as 'firstly' and 'secondly' in writing paragraphs. Paragraphs were generally well-organised with coherent links. 	<ul style="list-style-type: none"> In most cases students were able to provide some details to support main ideas. Many students could write well-organised paragraphs with coherent links. Many students could use simple sentences with connectives, such as 'firstly' and 'secondly' in writing paragraphs. In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing. 	<ul style="list-style-type: none"> In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic - how to make school life easier. They were able to give their personal opinions and provide ideas about what could be done to improve the situation. In most cases students were able to provide some details to support main ideas. Many students could write well-organised paragraphs with coherent links. Many students were able to use the correct opening for the email. 	<ul style="list-style-type: none"> Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspellings of words which can affect meaning. Students should try to expand on the prompts provided and include their own ideas and opinions. Lack of a detailed vocabulary means that some students find it difficult to express themselves in anything other than simple concepts using only simple sentences. A wider range of vocabulary and knowledge of topic based vocabulary would see an improvement in the content of students' writing. Imaginative writing/story telling was not a strong
Weaknesses	<ul style="list-style-type: none"> Only a moderate number of students could provide reasons and elaborate on topics such as problems encountered and solved by the discipline committee and the films to watch during film week. A lack of topic specific vocabulary 	<ul style="list-style-type: none"> A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. The length of some passages was 	<ul style="list-style-type: none"> A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. A lack of imagination also hindered 	

	<p>hindered some students from expressing their ideas logically or fluently and they relied predominantly on the picture prompts provided.</p> <ul style="list-style-type: none"> Misspelling of simple vocabulary affected meaning as well with many not being able to spell simple topic based vocabulary, for example, the vocabulary associated with the typhoon and weather as well as the issues encountered by the discipline committee. Some students also find it difficult to express in their writing what they are able to imagine, resulting in simple stories about the typhoon day based solely on the prompts and with little detail or individual input/elaboration of students ideas. Some students were not familiar with the format of an email and mistakes were also made with the features required, for example, the opening and closing of the email and also the tone used. 	<p>too short and did not allow for much, if any elaboration.</p> <ul style="list-style-type: none"> Misspelling of simple vocabulary affected meaning as well with many not being able to spell simple topic based vocabulary, for example, the vocabulary associated with the trip to the theme park, exam revision and end-of-year activities. Some students did not use the appropriate opening and closing in the email and some neglected to include explanatory paragraphs in their speech and article to let the reader know what they were writing about. 	<p>students from writing imaginative stories and expressing their ideas. Some students also found it difficult to express in their writing what they were able to imagine. This resulted in simple stories about the trip into space based solely on the prompts, with little detail or individual input/elaboration of students' ideas.</p> <ul style="list-style-type: none"> Proofreading remains an issue with many simple words being misspelled and/or inaccurately used. Some students did not use the appropriate opening and closing in the email and some neglected to include explanatory paragraphs in their review and story to let the reader know what they were writing about and why. 	<p>point, with many students not being familiar with the genre or its features at all.</p>
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Listening Year	2014	2015	2016	Remarks
Strengths	<ul style="list-style-type: none"> Many students could extract specific information from simple, clear and slower spoken texts. Many students were adept at connecting ideas. A considerable number of students could interpret and evaluate information in dialogues using contextual clues. The majority of students were able to apply their own knowledge of the world to various topics and correctly determine the answers. The majority of the students could correctly identify the tone of an individual's comment. 	<ul style="list-style-type: none"> Many students could extract specific information from simple, clear and slower spoken texts. Many students were adept at connecting ideas. A considerable number of students could interpret and evaluate information in dialogues using contextual clues. Students were able to apply their own knowledge of the world to various topics and correctly determine the answers. The majority of the students could correctly identify the tone of an individual's comment. Quite a number of students were able to comprehend and make plausible conclusions about the meanings of unfamiliar expressions or words. 	<ul style="list-style-type: none"> Many students could extract specific information from simple, clear and slower spoken texts. Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers. Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and also connect ideas using both cohesive devices and discourse markers. The majority of the students could correctly identify the tone of an individual's comment. 	<ul style="list-style-type: none"> Proofreading was an issue in the meeting notes section of the Geography Club – Trip to Hong Kong Butterfly Reserve, resulting in the misspelling of simple words and numbers/number combinations. This indicates that students would benefit from revision of simple foundation level and topic based vocabulary. They would also benefit from exposure to and development of a wider range of topic based vocabulary. While students were generally able to identify unfamiliar words/expressions, there were some expressions that students at basic competency level found it difficult to work out. This indicates that students need wider exposure to more colloquial, everyday spoken English.
Weaknesses	<ul style="list-style-type: none"> Students experienced difficulty in the integrated tasks. Many students found it difficult to transcribe what they heard in the dialogue correctly into the notes section on the Morning Show Technology Addiction Episode. Many students also found it difficult to apply given information to working out the answers in the integrated tasks. 	<ul style="list-style-type: none"> Spelling of vocabulary is problematic. Students were not able to spell simple stationery items correctly in the poster section of the Green Day Make 'n' Take Activity and the errors made also indicated that proofreading was not being done. 	<ul style="list-style-type: none"> Spelling of vocabulary is an issue as was writing down simple numbers/number combinations. Students were not able to spell simple vocabulary associated with travelling in the meeting notes section of the Geography Club – Trip to Hong Kong Butterfly Reserve. Students found it difficult to predict what might happen given the situation or what would be done with something like a flyer in a given situation – The District Education Fair. 	

Speaking Year	2014	2015	2016	Remarks
Strengths	<ul style="list-style-type: none"> Students were generally able to present relevant ideas clearly. In “Individual Presentation”, about half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. In “Group Interaction”, most students could express and respond to ideas that were relevant to the topics. Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”. Most students were able to sustain the discussion. Some students responded very well to others’ ideas before adding their own points. 	<ul style="list-style-type: none"> Students were generally capable of expressing comprehensible ideas. In “Individual Presentation”, more than half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. In “Group Interaction”, most students could express and respond to ideas that were relevant to the topics. Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”. Most students were able to sustain the discussion. 	<ul style="list-style-type: none"> Generally students were able to express their ideas in a comprehensible manner. In “Individual Presentation”, about half of the students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. In “Group Interaction”, most students were able to express themselves and respond to ideas that were relevant to the topics. Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”. Most students were able to sustain the discussion. 	<ul style="list-style-type: none"> Students were expected to express relevant ideas using simple language patterns and vocabulary. Students could generally use limited formulaic expressions to facilitate their conversation. Students are recommended to further elaborate their ideas and provide adequate supporting details in the presentation or discussion. Teachers can focus on training students on the strategies for oral communication so that students would be able to show appropriate awareness of audience and use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction. Students should be familiar with a wide range of formulaic expressions but be careful not to overuse them. Conversations should flow naturally so students need to be aware and take care that turn-taking does not become rigid and affect the natural flow of the discussion.
Weaknesses	<ul style="list-style-type: none"> Some students had difficulties in organising their ideas coherently. In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. Some weaker students read directly from their notes and did not make eye contact with their audience. In “Group Interaction”, some students failed to elaborate their ideas in greater details. Many students responded mechanically or unnaturally to others. 	<ul style="list-style-type: none"> Some students had difficulties in organising their ideas coherently. In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. In “Group Interaction” the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. Many students responded mechanically or unnaturally to others. 	<ul style="list-style-type: none"> In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. In “Group Interaction” the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. Many students responded mechanically or unnaturally to others. 	