

Results of Secondary 3 English Language in Territory-wide System Assessment 2017

The percentage of S.3 students achieving English Language Basic Competency in 2017 is 69.7%, indicating a very slight increase in the percentage of students achieving basic competency in 2017 as compared to that of 2016.

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 7.21a. 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 7.21b.

Table 7.21a 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 7.21b 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)	31(31)	28(28)	29(29)	L5-S-3-S3BC (ideas)	8(4)	8(4)
L5-L-1-S3BC (language features)	0	3(3)	2(2)	L6-S-6-S3BC (organisation)	8(4)	0
Reading	9ER1	9ER2	9ER3	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L6-R-1-S3BC (reading strategies)	28(28)	34(34)	31(31)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
L6-R-2-S3BC (extracting and organizing information)	0	0	2(2)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
L5-R-3-S3BC (language features)	3(3)	0	3(3)			
L5-R-4-S3BC (reference skills)	5(5)	2(2)	0			
Writing	9EW1	9EW2	9EW3			
L6-W-1-S3BC (content)	1(4)	1(4)	1(4)			
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 7.22 and 7.23.

Table 7.22 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 7.23 S.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Discussion – <i>MOOV TV</i> <i>9EL1 – Part 1</i> <i>9EL3 – Part 1</i>	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Conversation – <i>Puzzle Week</i> <i>9EL1 – Part 2</i> <i>9EL3 – Part 2</i>	Multiple choice	8(8)
L5-L-2-S3BC	Meeting – <i>Environmental Education Fund</i> <i>9EL1 – Part 3</i> <i>9EL2 – Part 2</i>	Multiple choice	8(8)
L5-L-1-S3BC L5-L-2-S3BC	Meeting – <i>KPOP Festival</i> <i>9EL2 – Part 1</i>	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>I Made A New Password</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 7.24 and 7.25.

Table 7.24 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	62
L6-R-2-S3BC	Extracting and organising information and ideas from texts with some degree of complexity	2
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	3
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	5
TOTAL		72

Table 7.25 S.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L5-R-4-S3BC	Book Cover, Book Blurb and Review – <i>The Three Monkeys</i> 9ER1 – Part 1 9ER2 – Part 1	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>Frank the Friendly Alien</i> 9ER1 – Part 2 9ER3 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC L5-R-4-S3BC	Blog Page and Report Extract – <i>Hong Kong Neon & Light Pollution in Hong Kong</i> 9ER1 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC	Article – <i>Pooch Wearing Diamond Collar Kidnapped</i> 9ER2 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC	Complaint Email, Attachment and Police Report – <i>BedNBrekkieHK</i> 9ER2 – Part 3 9ER3 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC	Instruction Manual and Press Release – <i>Foldy EEBIE</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 7.26 and 7.27.

Table 7.26 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 7.27 S.3 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC L6-W-3-S3BC L5-W-5-S3BC	Game/Toy Description – <i>English Game/Toy Design Competition</i> 9EW1	1(12)
	Adventure Story – <i>Adventure Stories for the School Magazine</i> 9EW2	1(12)
	Speech – <i>Speech about your club/society for School Open Day</i> 9EW3	1(12)

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 7.28.

Table 7.28 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 2017

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
MOOV TV	Discussion
Puzzle Week	Conversation
Environmental Education Fund Report	Meeting
KPOP Festival	Meeting
I Made A New Password	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: MOOV TV (Discussion). This task has a section for students to fill in blanks while they listen to the conversation.

Task Content: The hosts of MOOV TV are discussing what's currently on TV and showing on the big screen.

Connection – cohesive devices

- Many students were able to listen and work out what Theo and Sammi reviewed on MOOV TV when Sammi said, *'Hi everyone. Welcome to MoovTV. Tonight we are going to review some movies and give you the rundown of what's on TV over the next few weeks that is worth watching.'*

1. On MoovTV Theo and Sammi review _____.

- A. TV shows only
- B. only movies
- C. the rundown of movies
- ☒ D. movies and TV shows

Task Name: Puzzle Week (Conversation)

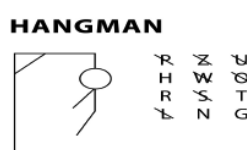
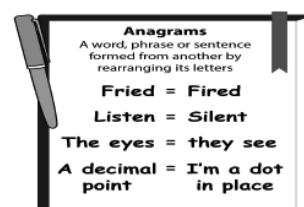
Task Content: Students and their teacher are discussing the puzzle week and how it will work.

Specific Information

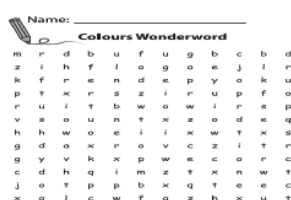
- Many students were able to identify which puzzles were easy to do when they heard Paul say, *‘The wonderwords can be done simply and quickly, especially if they have the words we need to find listed at the bottom.’*

3. Paul says that _____ can be done easily.

- A. wonderwords
B. cryptic crosswords
C. hangman
D. anagrams



H _ _ N G _ _ N
T H _ _ R _ _ !



9EL1/3 Part 2 Q.3

Task Name: Environmental Education Fund (Meeting)

Task Content: A meeting is being held to discuss the application for the Environmental Education Fund.

Connection – cohesive devices

- Many students were able to work out what May suggested they do with some of the funds when they heard May and Mrs. Lau speak.

‘May – Student (excited): Ooh I have some ideas as well Mrs. Lau!

School Environment Officer – Mrs. Lau: Yes May, let’s hear them.

May – Student: Firstly, an excursion to an organic farm.

School Environment Officer – Mrs. Lau: Oh, fantastic! And your other ideas May?

May – Student: Electricity generating bikes.’

7. May suggests _____.

- | | |
|---------------------------------|--|
| 1. making recycled wooden boxes | 2. an excursion to an organic farm |
| 3. electricity generating bikes | 4. an excursion to the Hong Kong Butterfly Reserve |

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

9EL1 Part 3/9EL2 Part 2 Q.7

Task Name: KPOP Festival (Meeting)

Task Content: The Music Club is meeting to find out details of the upcoming school music fair.

Tone

- The majority of students were able to correctly identify how Eva felt after hearing the news.

11. Eva screams loudly and says 'Oh my goodness!'. She is _____.

- A. upset
☒ B. excited
 C. angry
 D. relaxed

9EL2 Part 1 Q.11

Task Name: I Made A New Password (Poem)

Task Content: The poem is about someone who thought up a new, foolproof password which they forgot, resulting in them being locked out of the computer.

Rhyme

- On hearing the first stanza of the poem many students worked out the rhyming words.

Stanza 1

I made a new password
 That no one could guess.
 It's long and confusing
 And truly a mess.

2. The rhyming words in this stanza are _____.

- A. password, guess
 B. guess, confusing
 C. confusing, mess
☒ D. guess, mess

9EL2/3 Part 3 Q.2

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
The Three Monkeys	Bookcover, Blurb and Review
Frank the Friendly Alien	Poem
Hong Kong Neon & Light Pollution in Hong Kong	Blog Page and Report Extract
Pooch Wearing Diamond Collar Kidnapped	Article
BedNBrekkieHK	Complaint Email, Attachment and Police Report
Foldy EEBIE©	Instruction Manual and Press Release

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 a bookcover, blurb and review, a poem, a blog page and report extract, an article, a complaint email, attachment and police report as well as an instruction manual and press release
- locate information in a bookcover and police report
- identify rhymes
- identify different text types
- work out the meaning of unfamiliar expressions and use reference skills
- identify connections between supporting ideas and main ideas

Task Name: The Three Monkeys (Bookcover, Blurb and Review)

Task Content: The task is about the book *The Three Monkeys* with information being presented in the various text types.

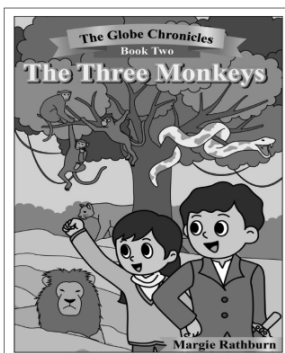
Obtaining information about the reading materials from the blurbs, glossaries, book covers and table of contents

- The majority of students were able to work out what the title of the book was.

1. The title of the book is _____.

- ☐ A. The Three Monkeys
☐ B. The Globe Chronicles
☐ C. Book Two
☐ D. Margie Rathburn

BOOK COVER



BOOK BLURB

The Three Monkeys is a combination of jungle adventure and detective work. Margie Rathburn has taken completely opposite worlds and woven them together seamlessly.

Orphaned seventeen-year-old twins Simon and Maddie Wadsworth inherit *The Three Monkeys*, an estate in India, from an uncle they didn't know they had. Travelling to India, Simon and Maddie discover his diary. Reading it they find out some things that make them think that their uncle's death wasn't an accident. They decide to try to find out exactly what happened.

The search begins for the first clue mentioned in the diary. Simon and Maddie must work out the clues and soon, if they want to keep their inheritance and stay alive. There are people who would stop at nothing to get rid of the two siblings to get the estate and the riches hidden somewhere. Maddie and Simon don't know who to trust. With enemies everywhere the Wadsworth siblings are in for a wild ride.



REVIEW

The Three Monkeys is an exciting tale of adventure. Simon and Maddie aren't typical teenagers. They have just discovered a dead uncle they didn't know they had AND they have to travel to India to get their inheritance, an old estate with a huge palace. When they get to India they find a strange diary. What they read sends them on a journey through India, in search of clues to solve their uncle's death.

I really liked the character of Maddie. She is extremely likeable, friendly, smart and she loves her brother Simon. Simon, on the other hand, is annoying. He's a guy, so of course he is annoying! He thinks he knows everything.

Simon doesn't listen to Maddie and ignores everything she says, until it is too late. The scene at the old temple in the jungle is a great example of Simon getting them into trouble and Maddie getting them out of it. Simon doesn't read the diary pages carefully and misses important information. Maddie yells at him to wait before going into the old temple. He doesn't, she follows and they get trapped in a room that fills up quickly with sand. Maddie works out the puzzle that stops the sand. A secret door opens and they escape the deadly sand room!

They have many more adventures and meet lots of interesting secondary characters who are just as likeable. The villains are evil and horrible and it is a shock to eventually find out who is after Simon and Maddie. I was so upset I screamed. I am glad to know that there is a Book Three coming next year in which Simon and Maddie go on new adventures.

Task Name: Frank the Friendly Alien (Poem)

Task Content: The poem is about an alien called Frank.

Rhyme

- The majority of students were able to read stanza two and work out the rhyming pair.

3. In stanza two, the rhyming pair is _____.

- A. sharp and pointed
- B. big and red
- C. pointed and features
- ☒ D. red and head

9ER1/3 Part 2 Q.3

My teeth are sharp and pointed.

My eyes are big and red.

I have such friendly features

upon my friendly head.

**Task Name: Hong Kong Neon & Light Pollution in Hong Kong (Blog Page and Report Extract)**

Task Content: The blog page and report extract deal with neon signs and lights and the effects of light pollution.

Connection between ideas

- Many students were able to connect the ideas about neon lights.

7. Neon lights _____.

- | | |
|--------------------------------|------------------------------|
| 1. cause light pollution | 2. save energy |
| 3. can affect residents' sleep | 4. promote low-carbon living |

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

9ER1 Part 3 Q.7



Growing environmental concerns in recent years have dealt another blow to the neon lights in the city. Hong Kong is one of the world's worst light polluters. Light levels in the city are a thousand times higher than normal at night. In response, the government launched a voluntary scheme asking businesses to switch off lights between 11 pm and 7 am. The aims are to stop the lights from affecting residents' sleep, to save energy and promote low-carbon living. Thousands of shopping malls, hotels, banks and other organisations have promised to switch off all external lights, apart from those needed for security purposes.

Task Name: Pooch Wearing Diamond Collar Kidnapped (Article)

Task Content: The article features the details of a dog kidnapping that made the headlines.

Specific Information

- Many students were able to work out what the dog was wearing.

2. The animal was wearing _____ when it was taken.

- A. a pink nightgown
- ☒ B. a diamond collar
- C. pink slippers
- D. a key to a lock

9ER2 Part 2 Q.2



Fifi La Rue

The dog, Fifi La Rue, is a prize-winning, pure bred Lowchen, or lion dog worth around \$50,000. Police believe Fifi was stolen because she was wearing a collar covered with diamonds. The collar is worth half a million dollars. The robbers could not remove the collar from the dog because of its special lock. The key to the lock is kept in a bank safe at the HSBC Bank in Central.

Task Name: BedNBrekkieHK (Complaint Email, Attachment and Police Report)

Task Content: The email and additional information are about the experiences of a family coming to stay in Hong Kong on holiday.

Sequencing

- Many students were able to work out the order of what happened after the family arrived at their destination.

7. Lots of things happened after the family arrived at Green Mount Villas. What is the correct order of the things that they did?

- | | |
|-----------------|---------------------------|
| 1. got keys | 2. found rubbish in rooms |
| 3. met Mrs. Lau | 4. took photos |

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

9ER2/3 Part 3 Q.7

We took a taxi and met Mrs. Lau at the front entrance. She just gave us the keys, directions and left. We arrived to find the house in a mess. It looked like a pigsty. Not one room was tidy or clean. There was rubbish everywhere and the beds looked as if they had recently been slept in.

All calls to Mrs. Lau went to voicemail. We took photos and called the management office and police. They arrived, took photos and we made a report about the state of the house. We then handed the keys to the police and left. We caught a taxi to University Station, where we were only able to find a suite to accommodate us in the Grand Palisades Hotel for the rest of our stay in Hong Kong.

Task Name: Foldy EEBIE© (Instruction Manual and Press Release)

Task Content: The instruction manual is about the features of the Foldy EEBIE©. The press release provides more information about the Foldy EEBIE©.

Inference

- Many students were able to infer what the purpose of the EEBIE© dictionary was.

3. The EEBIE© dictionary allows the user to _____.

- ☐ A. read books in different languages
- ☐ B. take notes
- ☐ C. adjust font size
- ☐ D. arrange books by author

9ER3 Part 1 Q.3

**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
English Game/Toy Design Competition	Description
Adventure Stories for the School Magazine	Story
Speech about your club/society for School Open Day	Speech

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

Description – English Game/Toy Design Competition (9EW1)

In this task, students were asked to write a description of their entry in the ‘English Game/Toy Design’ Competition. Picture prompts were provided.

You are entering the ‘English Game/Toy Design’ Competition. Read the poster and write a description that explains how your game/toy can be used to learn/teach English, what it does, what it looks like, how it works and anything else that is special to help the judges decide the winner.

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



English Game/Toy Design Competition

ENTER NOW!

**What does your game/toy do?
How can it be used to learn/teach English?**




Instructions and Rules

Write a description of your game/toy...
What makes it the perfect game/toy to learn/teach English?
Tell us what it is, what it does, how it works and why you designed it...

Submission Rules

- Write the description in at least 150 words
- Send entry via email to englishsociety@skfglrss.edu.hk

Entries close: 13 July, 2017



Story – Adventure Stories for the School Magazine (9EW2)

In this task, students were asked to write an adventure story. Picture prompts were provided.

You are Jackie Ho, a student at SKFGLR Secondary School. Your class is writing adventure stories for the school magazine. Your teacher has given you some 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 adventure story in about 150 words. Provide a title for your story.



Speech – Speech about your club/society for School Open Day (9EW3)

In this task, students were asked to write a speech explaining their club/society to visitors to the school.

The school will be having its annual School Open Day soon. All heads and some members of the various school clubs and societies will be asked to give a speech about their club/society to the visitors in the hall. Write a speech in which you explain your club/society, the activities that have been run and how they have benefitted students.

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



TO:

SUBJECT:



Dear Heads and Members of the school clubs and societies,

The school will be having its annual School Open Day soon. This year visitors will gather in the hall for a series of speeches before they tour the school. We would like each head/chosen member of the club or society to prepare a speech in which you explain your club/society.

You might like to include information about:-

- when, where and how often you meet
- membership numbers and details – senior form, junior form...
- the aim of the club/society
- the kinds of activities that you have run & how these activities have benefitted the students
- upcoming activities
- awards/prizes won
- teacher advisors

In your speech, please include any other information that can help to give the visitors a better understanding of the clubs and societies that students can participate in.

Thanks,
Jackie

Head of the Student Union

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

Description – English Game/Toy Design Competition (9EW1) - Student Exemplar 1

Category and type identified		
1	<p style="text-align: center;"><u>English Game/Toy Design Competition</u></p> <p>My toy is called [robot] and it can be used to learn English. The colour of robot is grey. It can talk English. It has big round eyes, red round nose. Its head shape is square. Its head upper has a square. It is for collecting people [massage]. As if it collect the massage of people [it will response] is. [It can talk to u by English. Also one kind of interesting thing is it only talk by English. It can't know how to talk Chinese, Korean, Japanese and so on.]</p>	Short but suitable introduction
2	<p>Further more [it know many things] such as English words, news for current, and so on. You can ask it these questions and it will reply you as soon as possible. It is easy to control, just [press] a [bottom] [where is in it nose]. Then it will move and talk.</p>	
3	<p>Also it is funny. It knows how to say joke. [humorous] [it jokes is] [A design it because] I'm entering the English Game/Toy Design Competition. It is very funny. Funnier than learn English. It is not end, this robot has long arms and long legs. It is very [convenience]. [It can be a alarm] if you want to wake up early. It can also [help you everything] like cooking, dancing, jumping, sleeping, eating, swimming, talking, anything, [writing] drawing, skipping, looking, seeing, moving, counting.</p>	

4

running, speaking, opening, closing, locking, smiling,
drinking, wearing, answering ~~ask~~ asking, mumbling,
crying, screaming, pulling, pushing, keeping, smoking,
checking, waiting

No
conclusion
– just a list
of gerunds

Annotation - Student Exemplar 1



A short but appropriate introduction. Features of a toy description are evident but the description is not very clear.

Specified the type – *toy* and also provided the name – *robot*



1

2

3

The piece has been formed into paragraphs that make sense but there is no conclusion.



4

The last part of the final paragraph is just a list of 30 + gerunds that have no real link, connection or explanation of how the toy robot can help the user/owner do these things.



Errors in vocabulary/expression, some of which do affect meaning and understanding – *robort* instead of *robot*, *massage* instead of *message*, *it will response* instead of *it will respond*, *it know many things* instead of *it knows many things*, *it don't* instead of *it doesn't*, *pless* instead of *press*, *bottom* instead of *button*, *where is in it nose* instead of *that is in its nose*, *it can talk to us by English* instead of *it can talk to us in English*, *humulicus* instead of *humorous*, *convenience* instead of *convenient*, *help you everthings* instead of *help you do everything*, *writting* instead of *writing*, *awsering* instead of *answering*, *it can be a alrem* instead of *it can also be an alarm*, *I design it becauce* instead of *I designed it because*



Use of connectives – *furthermore*, *also*



Singular instead of plural – *joke* instead of *jokes*



The writer uses *and so on* instead of giving more information. Here it would be better to write something like *Korean, Japanese and languages other than English* instead of *Korean, Japanese and so on*, so that the information would be more specific rather than general (with the use of *and so on*.) It is better than using etc. though.

Story – Adventure Stories for the School Magazine (9EW2) - Student Exemplar 2

Appropriate title

There Was A Shark

1

Last month, my family and I went to Taiwan [for tourism]. Before [arrived in Taiwan] my sister and I was very excited. We [planned to] visit Taipei 101 Building and try some pineapple pie. After an hour, we had arrived Taiwan.

Short but suitable introduction

2

In Taiwan, we went to the hotel to check-in first. Then we decided to go to a beach because Taiwan was too hot for us. In Hong Kong was 29°C at the day we went to Taiwan, but Taiwan [had 34°C] at that day. Therefore, we found the nearest beach from our hotel and went by ourselves.

3

After half an hour, we finally found the beach. We were cheerful and ran to change our clothes. After that, my sister and I went to swim and Mum and Dad were doing sunbathing. The water was cool and I felt relax on the sea.

4

Suddenly, [I found something that was in a triangle shape and in dark colour.] It just looked like ... a shark shrink. 'There is a shark!' [I thought] to this and I called my sister loudly. [It was very scared] ^{to me} that I didn't see any real shark before.

5

But my sister was not afraid with the shark. She swam near the shark and [bited] the shark shrink. I thought she wanted to try shark shrink's taste. ^{but} There was no blood bleeding out from the shrink! When my sister swam to me, the shark went up! 'The shark' was a boy who wore a [toy shrink] on his head! He looked at us [with angry] and then [swam to other place].

6

After we went back to the hotel, I told the story with 'the shark' to Mum and Dad. They could not stop laughing. I laughed too, but this was an unforgettable experience in my life.

Short but appropriate conclusion

Annotation - Student Exemplar 2

An appropriate title is provided for the story as is a suitable introduction, however there is no mention of how they got to Taiwan.

1

The piece of writing has an introductory paragraph which is topic related and details the start of the story, explaining why the writer and family went to Taiwan and what they planned to do once there.

2

3

The writing is divided into paragraphs that together make a cohesive story about what happened on a trip to Taiwan.

4

5

The concept of the sister biting the shark fin to see what it tastes like is a bit strange and doesn't make sense – most people would swim quickly to get out of the water and away from a dangerous shark, NOT bite it.

6

A conclusion is provided that finishes the story.



There are errors in vocabulary and expression which sometimes affect meaning and understanding – *for tourism* instead of *on holiday*, *arrived Taiwan* instead of *arriving in Taiwan*, *planed* instead of *planned*, *had 34°* instead of *it was 34°*, *with angry* instead of *with anger*, *bited* instead of *bit*, *I though* instead of *I thought*, *I found something that was in a triangle shape and in dark colour* instead of *I saw a dark coloured triangular shape in the water*, *swam to the other place* instead of *swam away*, *It was very scared to me that I didn't see any real shark before* instead of *I was very scared because I hadn't seen a real shark before*



One error made repeatedly which also affected meaning and understanding was the use of *shrink* – *shark shrink* instead of *shark fin* and *toy shrink* instead of *toy shark*, *shrink* instead of *fin*



Subject/verb agreement – *my sister and I was* instead of *my sister and I were*

Speech – Speech about your club/society for School Open Day (9EW3) - Student Exemplar 3

Good afternoon Ladies and Gentlemen. I would like to tell you something about the ^{society} ~~Angle~~ —

Introduction

In this society, the aim of us is to help form 1 schoolmates to know more about the school. Also we will talk to form 1 schoolmates.

The relationship of our members are close. We often have lunch together. We will have the camp too! In this society, we only help form 1 students. We often have lunch with the form 1 classmates. Therefore, they won't be boring and think that the school life is wonderful.

On the otherhand, we will be close to the form 1 classmates. We always talk to them. Also, we will teach them with [the homeworks]. Make them be happier.

In the [further], we [will hold more] activities [to let classmates to join]. For example, we will [hold some] competition for form 1 classmates. In the competition, we will ask the questions which is about the school. Therefore, they can [know more about our school clubs, societies, history, etc].

Lastly, ~~Angle~~ is a society which can help form 1 classmates. I hope it will be better in the [further].

Short conclusion and ending is brief – Thank you

Thank You.

Annotation - Student Exemplar 3

- 1 The writer has written a speech that is clear in its purpose – providing information about the *Angle Society*
- 2 Paragraphing is distinct. The second paragraph deals with the relationship between the members of the society and what is done to foster these relationships.
- 3
- 4 The speech doesn't mention the members of the *Angle Society*; instead it focuses on the aims of the society, helping the form one students and the interactions with them. There is also no mention of any teacher advisors.
- 5
- [] There are errors in vocabulary and expression which sometimes affect meaning – *the homeworks* instead of *their homework*, *will hold more* instead of *will have/run*, *to let classmates to join* instead of *to enable other classmates to join in/join us*, *hold some* instead of *hold a*, *know more about* instead of *learn more about*, *further* instead of *future*
- ~ One error made repeatedly which also affected meaning and understanding was the use of *angle* instead of *angel*
- ↔ Subject/verb agreement – *The relationship of our members are close* instead of *The relationship between our members is close*
- Use of *etc.* This should not be used in writing a speech and is incorrectly used in this case because the listener will not know what other information students can learn unless the speaker informs them – *know more about our school clubs, societies, history etc.* It would be better to just write *learn more about our school clubs, societies and the history of the school*, or something similar.

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 2017

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: MOOV TV (Discussion). This task has a section for students to fill in blanks while they listen to the conversation.

Knowledge of the world

- The more able students were familiar with the term ‘reality TV’ and correctly identified what a reality TV show has.

7. *Hong Kong Super Chef* is a reality TV show. A reality TV show has _____.

- A. actors and actresses playing the roles
- ☐ B. real people being filmed doing things
- C. a mix of actors and real people
- D. actors who love/hate each other

9EL1/3 Part 1 Q.7

Task Name: Puzzle Week (Conversation)

Prediction

- The more able students were capable of predicting what the rest of the conversation between Mrs. Lau, Rita and Paul would be about.

8. The discussion hasn’t finished. Mrs. Lau, Rita and Paul will continue to talk about _____.

- A. Mrs. Lau’s puzzles
- B. puzzles Rita likes
- C. clues for 40 puzzles
- ☐ D. designing puzzles for Puzzle Week

9EL1/3 Part 2 Q.8

Task Name: Environmental Education Fund (Meeting)**Unfamiliar word/expression**

- Students with good performance were capable of working out the meaning of the unfamiliar expression when they heard Mrs Lau saying ‘if we don’t dot all of the i’s and cross the t’s...’
4. Mrs. Lau says ‘if we don’t dot all of the i’s and cross the t’s...’. This is an expression which means someone _____.
- A. has to be successful
B. is bored applying for money
☒ C. has to pay attention to all of the details
D. has to write the proposal and application

9EL1 Part 3/9EL2 Part 2 Q.4

Task Name: KPOP Festival (Meeting)**Prediction**

- Students with good performance were capable of working out why Eva was at the meeting after hearing what everyone was talking about.
8. Eva is at the meeting _____.
- A. but she was five minutes late
B. and she has a class with Mrs. Pang
☒ C. because she wants to find out what it’s all about
D. but she has to go to another meeting with Mrs. Mack

9EL2 Part 1 Q.8

Task Name: I Made A New Password (Poem)**Main Idea**

- The more able students were able to work out the possible title for the poem after listening to the poem about the password and the problems the writer encountered.
8. The title of the poem could be _____.
- ☒ A. I Made A New Password
B. I Can Guess Your Password
C. Breaking The Password
D. The Easiest Password In The World

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 and 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: The Three Monkeys (Bookcover, Blurb and Review)

Dictionary Skills

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

BOOK BLURB

The Three Monkeys is a combination of jungle adventure and detective work. Margie Rathburn has taken completely opposite worlds and woven them together seamlessly.

Orphaned seventeen-year-old twins Simon and Maddie Wadsworth inherit *The Three Monkeys*, an estate in India, from an uncle they didn't know they had. Travelling to India, Simon and Maddie discover his diary. Reading it they find out some things that make them think that their uncle's death wasn't an accident. They decide to try to find out exactly what happened.

The search begins for the first clue mentioned in the diary. Simon and Maddie must work out the clues and soon, if they want to keep their inheritance and stay alive. There are people who would stop at nothing to get rid of the two siblings to get the estate and the riches hidden somewhere. Maddie and Simon don't know who to trust. With enemies everywhere the Wadsworth siblings are in for a wild ride.



3. Maddie and Simon inherit an estate. Look at the word 'estate'. Which meaning corresponds to the word in the section?

- | | |
|--|---|
| 1. (n) a car with a large carrying area and rear door access | 2. (n) a property where coffee, rubber, grapes or other crops are grown |
|--|---|

The estate was used to carry the materials for the farm.

The estate produced first class grapes that were made into wine.

- | | |
|--|--|
| 3. (n) an area of land and modern buildings developed for residential, commercial or industrial purposes | 4. (n) all the money and property owned by a person, especially at death |
|--|--|

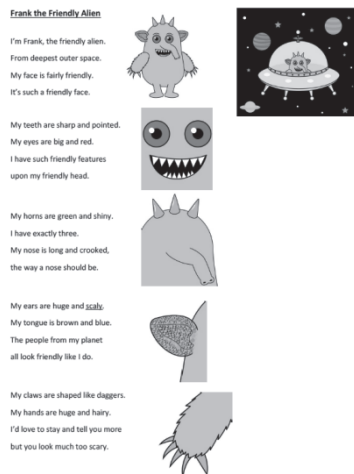
Lucy and Tony work on the estate in that factory.

In John's will, he divided his estate between his wife and daughter.

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

Task Name: Frank the Friendly Alien (Poem)**Main Idea**

- The more able students were able to work out the possible title for the poem after reading the poem about the alien, Frank.



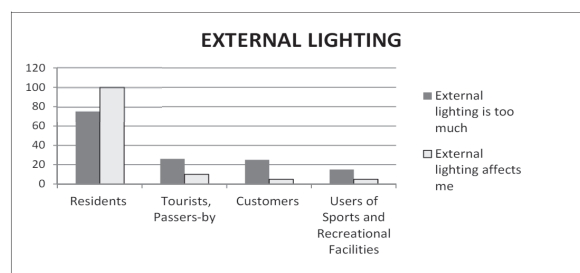
8. The poem is called 'Frank the Friendly Alien'. It could also be called _____.
- A. I'm Scared Of Aliens
B. Monsters From Outer Space
C. Who's Scariest, Me Or You?
D. ☐ all of the above

9ER1/3 Part 2 Q.8

Task Name: Hong Kong Neon & Light Pollution in Hong Kong (Blog Page and Report Extract)**Locating information in a simple chart**

- Students with good performance were able to use information provided in a chart to work out the two groups affected by external lighting.

The responses of those surveyed about external lighting being too much, even excessive, and whether it affects them can be seen in the table below.



15. Look at the chart about 'External Lighting'. Two groups affected by external lighting, with similar numbers are _____.
- A. tourists, passers-by and customers
B. residents and tourists, passers-by
C. tourists, passers-by and users of sports and recreational facilities
D. ☐ customers and users of sports and recreational facilities

9ER1 Part 3 Q.15

Task Name: Pooch Wearing Diamond Collar Kidnapped (Article)

Specific information

- The more able students understood the meaning of 'reward' and were able to work out how much the reward being offered for the dog was.



Fifi La Rue

Police believe that the robbers will remove the collar and attempt to either sell the diamonds or smuggle them out of Hong Kong to sell on the international black market. An alert has been issued for the dog. Police have asked the public to be on the lookout for Fifi La Rue and to call Crime Watchers if they know or see anything. Mrs. Winston Huxtable Chong has also offered a reward of one million dollars to anyone who returns Fifi La Rue to her safe and sound.

8. The reward being offered for Fifi La Rue is _____ dollars.

- A. fifty thousand
- B. half a million
- ☒ C. one million
- D. diamonds worth half a million

9ER2 Part 2 Q.8

Task Name: BedNBrekkieHK (Complaint Email, Attachment and Police Report)

Predicting content

- Students were able to predict what Mr. Smith would do after getting all of the evidence provided by Mrs. Jones.

Email	Attachment	Police Report
<p>TO: complaintsdept@bednbrekkiehk.com</p> <p>SUBJECT: Complaint about the rooms booked</p> <p>SEND</p> <p>Dear Mr. Smith,</p> <p>I am writing to complain about the accommodation I booked through your website BedNBrekkieHK. We (two adults & three children aged 10, 13 and 14) had booked to stay in a house in Green Mount Villas, Tai Po from the 20th of July to the 31st of July.</p> <p>We arrived at Tai Po Market Station from the airport on the 20th at around 7:00 pm. We waited for the pick-up, which had been agreed to by the owner Mrs. Lau, but there was no pick-up. We waited for an hour and tried to call Mrs. Lau on the number she had provided in her email. We were unable to reach her until 8:00 pm. She stated that she had not organised, nor agreed to a car pick-up service.</p> <p>We took a taxi and met Mrs. Lau at the front entrance. She just gave us the keys, directions and left. We arrived to find the house in a mess. It looked like a giggo. Not one room was tidy or clean. There was rubbish everywhere and the beds looked as if they had recently been slept in.</p> <p>All calls to Mrs. Lau went to voicemail. We took photos and called the management office and police. They arrived, took photos and we made a report about the state of the house. We then handed the keys to the police and left. We caught a taxi to University Station, where we were only able to find a suite to accommodate us in the Grand Palaces Hotel for the rest of our stay in Hong Kong.</p> <p>I am requesting a refund of the money paid for the stay in Green Mount Villas. Mrs. Lau has refused to refund the amount. I am also asking you to refund us for the taxi fare to Green Mount and the taxi to the hotel, as well as to compensate us for the stay in the hotel, which cost us more than what our stay would have cost.</p> <p>I have attached pictures of the rooms as advertised, how we found them and the police report. I hope to hear from you soon.</p> <p>Best regards, Margaret Jones</p>	<p>PHOTOGRAPHS</p> <p>On website</p> <p>What we found</p>	<p>HK POLICE REPORT</p> <p>PARTICULARS OF THE INCIDENT</p> <p>Date: 20th July 2016 Time: 8:45 pm</p> <p>Location: House 6, Green Mount Villas, Tai Po</p> <p>i. Details: Called to the property at Green Mount Villas</p> <p>ii. Arrived location: 8:30 pm</p> <p>iii. BedNBrekkieHK booking not as promised</p> <p>iv. House looked burgled</p> <p>v. Tried contacting owner Mrs. Lau – calls unsuccessful (8:35 pm)</p> <p>vi. Management Office notified & asked to call owner</p> <p>vii. Photos taken</p> <p>viii. Officers collected property keys</p> <p>ix. Informants moved to hotel</p> <p>x. Report filed (copies for informants & Management Office of Green Mount Villas) 9:00 pm</p> <p>PARTICULARS OF THE INFORMANT</p> <p>Name: Mr. and Mrs. K. Jones Sec: M & F</p> <p>HK ID No.: N/A</p> <p>Tourists – Passport numbers K984320(j) & K965483(x)</p> <p>Address: 32 High Street, North Geelong, 3216, Victoria, Australia</p> <p>Telephone Number: +61 3 52 787819</p> <p>Email: k8mjones@hotmail.com.au</p>

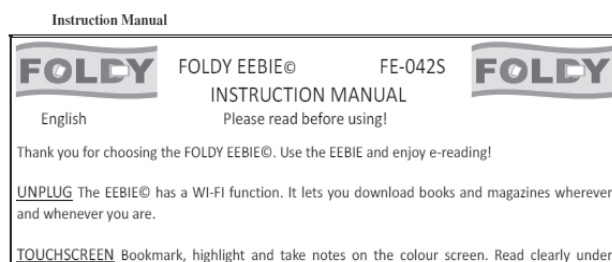
12. Given the evidence – the letter, photos and police report, Mr. Smith from BedNBrekkieHK® will most likely_____.

- A. not refund the Jones family any money
- ☒ B. give Mr. and Mrs. Jones the money to cover their expenses
- C. not ban Mrs. Lau from advertising on the website
- D. speak to the management office

9ER2/3 Part 3 Q.12

Task Name: Foldy EEBIE© (Instruction Manual and Press Release)**Knowledge of the world**

- Students were able to use their existing knowledge and experience and apply it to answering the question.



6. An instruction manual _____.
- ☐ A. can be written in different languages
- ☐ B. is not written in English
- ☐ C. is used to learn about other products in the range
- ☐ D. will be handed out at press conferences

9ER3 Part 1 Q.6

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
- a 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

Description – English Game/Toy Competition (9EW1) - Student Exemplar 4**English Game/Toy Design Competition**

My toy is called English Robot and it is perfect for students these days to learn English.

First of all, I would like to talk about what it looks like. From its name, you know that my toy is a robot. Therefore, the appearance of English Robot is similar to other robots. It has a head, which is used to scan barcodes on textbooks. It also has a giant body, which contains a monitor to display results.

However, what actually makes the English Robot the perfect toy to learn English? Students nowadays are not paying attention during lessons, making them unable to catch up with the teaching [progress]. With the English Robot, this problem can be solved! The robot's head contains a code scanner, users can simply put their textbooks in front of its head and once the code is detected, all the information in the book [are inputted in the robot!]. All key elements, all grammar points, even pronunciation of the words are in the robot! The English Robot becomes the English teacher at home!

Users just need to press the button on the screen and the robot will start explaining the usage to the users. [One thing if the robot] is that the content ^{is good}

can be played as many times as you want until you understand the key elements. This is very important because teachers at school cannot spend too much time on one thing during lessons, students may not know how to apply it in exams or [in daily lives]. With the robot, however, the situation can be improved. Students can learn English at school and also at home!

The robot is not just a teaching machine. It contains lots of interactive games and interesting videos that can help students understand more. Students can [learn English with fun!]

In short, the English Robot is the perfect toy to learn English.

Category and type provided with brief explanation

Suitable and interesting conclusion

Annotation - Student Exemplar 4

I

This is a good piece of writing that has a simple but effective introduction, which specifies the game/toy – toy and its name – *English Robot*

C

It also has an interesting concluding paragraph and features of a description are evident.

1

The first paragraph is about the appearance of the toy – it is similar to other robots, it has a head which is used to scan barcodes on textbooks, and a giant body that contains a monitor which displays results.

2

Ideas are generally expressed clearly and effectively with elaboration. The writer talks about the toy by giving a description.

3

The third paragraph starts with a question which is an interesting way to get the reader's attention, and proceeds to explain how the robot can be used to learn English. This paragraph also explains some of the technical information using quite specific and accurate vocabulary – *code scanner, detected*

4



Good range and use of topic specific vocabulary – *perfect, scan barcodes, monitor, display, code scanner, detected, press the button, key elements, interactive*



Coherent links throughout the description with some connectives used as well – *first of all, however, in short*

[]

Some errors in vocabulary/expression have been made, but these do not affect meaning and understanding – *progrees* instead of *progress*, *are inputted in the robot* instead of *is transferred to the robot*, *one good thing of the robot* instead of *one good thing about the robot*, *in daily lives* instead of *in their daily lives*, *learn English with fun* instead of *and have fun learning English/enjoy learning English*

Story – Adventure Stories for the School Magazine (9EW2) - Student Exemplar 5

T An Adventurous Day In the Country Park

I It was a sunny day with a gentle breeze that indicated the beginning of autumn. I had been so excited the night before the annual Family Picnic Day.

1 The Family Picnic Day was a traditional event that my family had held ever since I was five. It was nice to get away from all those hustles and bustles from time to time.

2 First, as the weather was, lots of people were at the bus stop, waiting for route 115 bus, which then took us all to the country park just 30-minute away. Trees, flowers and little animals like squirrels were seen everywhere there. Air was fresh with a smell of grass. I couldn't help comparing the difference between the air of natural habitat and that of the great city, as I took a deep breathe.

3 'Jackie! It's time for barbecue!' My little sister, Luna, who was only seven-year-old called for me. 'Coming,' as I ran towards my family and started helping out with the table setting. It was not long before we all sat down and enjoy our meal, looking at the beautiful view and chatting as we have our meal.

4 Just as we were enjoying ourselves, I felt something slippery with scales against my ankle. Confused, I looked down, only to saw a green snake passing by, brushing against my ankle as it went. It was a bit frightening at first but fear soon turned into curiosity since it was the first time for me to see a snake close up and to even feel it even!

C After the meal, we went hiking up to the top of the mountain along the hiking trail. Looking out at the blue sky and white clouds with the great city not too far away underneath the sky, I felt peace.

Suitable and appropriate title for the story

Suitable and appropriate conclusion to the story

Annotation - Student Exemplar 5

An appropriate title is provided for the story – *An Adventurous Day in the Country Park*



The writer has provided an introduction which outlines the start of the story.



The conclusion that draws everything neatly together.

The purpose of writing is clear.

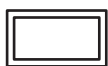


The piece has been formed into paragraphs that make sense and link together to form a complete story.



The second paragraph starts with *Fine as the weather was...* This construct is not correct, and doesn't fit with the rest of the sentence. The writer is trying to connect the fine weather with the large number of people at the bus stop and should have written something like *The weather was fine and (as a result) there were lots of people at the bus stop...*

The use and meaning of this construct *As fine as...was*, is usually to match a positive with a negative, so used correctly it would have been *As fine as the weather was, there weren't lots of people at the bus stop...*



The writer has also effectively integrated simple dialogue into the story.



The writer has used a variety and range of topic appropriate vocabulary and expressions – *An Adventurous Day, gentle breeze, traditional event, annual, comparing the difference, confused, natural habitat, that indicated...*



Some mistakes have also been made but these do not affect meaning or understanding – *hustles and bustles* instead of *hustle and bustle*, *breathe* instead of *breath*, *close up* instead of *up close*, *I felt peace* instead of *I felt at peace*, *the table setting* instead of *setting the table*, *curiosity* instead of *curiosity...*



Tense errors – *have* instead of *had*, *enjoy* instead of *enjoyed*, *saw* instead of *see*



Singular instead of plural – *30 minute away* instead of *30 minutes away*

Speech – Speech about your club/society for School Open Day (9EW3) - Student Exemplar 6

Suitable introduction that provides the name and function of the Quiz Society

Good afternoon Ladies and Gentlemen. I would like to tell you something about the Quiz Society. Oh. Don't be panicked. Our society is neither about quizzes nor tests during the lesson. We are not requiring members to attempt quizzes or tests about school subject! We are just a society for students to know more and learn more from the world! Knowledge of different aspects will be absorbed by our members so as to enrich their life!

Our club members meet on Tuesday and Wednesday every week. In other words, twice a week. Of course we will cancel the meeting when tests and exams come. I think our team meets quite often. The venue is at Room D15 — the former Music Room. Before this year, we met at C53 — the 6F Classroom, but this year, we changed because the former Music Room has more spaces for us to store our various resources, such as books, magazines, DVDs etc.

Our members come from both junior and senior form. They are selected through a selection by attempting some questions about history, geography, science. We welcome all students to sign up the application form. After that, we select members. Now we have 26 members, with half junior form and half senior form.

The aim of our school quiz society is to broaden our students' horizons. As you know, the world is much enormous than we think. Knowledge learnt from the books and lessons is not sufficient for us to know about the world thoroughly. Therefore, we hope to let our students

to know more about the world by our team. Various knowledge, such as culture, history, geography, literature, science... will be discussed during our meeting.

At this moment, you may be asking, 'What does quiz society really do?' We hope to broaden the students' horizons through a 'quiz' format. We have several sets of quiz buzzer for our members to press. Our members are advised to read some materials first. During the meeting, some of our members will ask questions about different knowledge. And some of our members answer after pressing the quiz buzzer. The fastest one will be given the chance to answer the questions. In this interesting way, students will be more keen on absorbing knowledge. Sometimes, students may think boring in our traditional learning: sitting at the classroom, ~~reading~~ listening and reciting. Our quiz society provided a more fun and exciting way for members to learn in order to become a knowledgeable teen.

All our members have a good relationship. We will ride bicycle together twice a year during summer. An annual dinner will be held at summer holiday to reunite with all the former members, as you know, quiz society has been existed for more than 20 years and it can be counted as one of our school's traditions.

Of course, we have joined different quiz competitions, and I am glad to announce that we won many prizes this year.

For examples, we have won the Champion in the Chinese Medicine Quiz Competition organized by the Chinese Medicine Society of HKBU. We ~~also~~ have also won the Gold Award in the Diplomatic Quiz Competition organized by the Education Bureau and the Diplomatic Department of China. Moreover, we have won many competitions of Basic Law and Criminal Laws. Some of our members gained interest of learning laws from these competitions and they went on studying law in the future. Such excellent results are contributed from the hard work of all teammates and the advise of teachers. Our teacher advisors are Mr Ng – Founder of Quiz Society, Mr Cheng and Mr Yip – Our former member. Now I would like to thank them for helping us. Thank you! This is the end of my sharing.

7

C

One sentence conclusion

Annotation - Student Exemplar 6

N

This is quite a lengthy speech which provides information about the *Quiz Society*.

I

Introduction to the *Quiz Society* is provided.

C

Lots of information is included in the speech but in contrast, the conclusion is actually quite short – only one sentence, because the information that precedes this sentence is still about the club, its teacher founder, advisors and thanking them.

Paragraphing is evident with a clear introduction, body and conclusion.

1-7

In the first paragraph the writer introduces the Quiz Society and this continues in the second paragraph where details are provided about where, when and how often the club meets. The third paragraph deals with the members and the fourth goes on to talk about the aims of the club with this continuing in the fifth paragraph. In the next paragraph the writer mentions something other than the specific quiz club activities, instead talking about other activities that the club members have, like bike rides and an annual dinner.

The writer uses ... but as it is a speech this is acceptable as it indicates to the writer/speech giver that there is more information that could be included here.

Use of *etc.* This should not be used in writing a speech and is incorrectly used in this case because the listener will not know what other resources are stored in the former Music Room unless the speaker informs them – *such as books, magazines, DVD's... etc.* It would be better to just write *such as books, magazines, and DVD's*, or something similar.

◆ Good range and use of topic specific vocabulary – *aspects, the former Music Room, various resources, selected, several sets, pressing the quiz buzzer, broaden the students' horizons, annual dinner*

[] There are minor errors in vocabulary, expression and spelling but they do not affect meaning – *Don't be panicked* instead of *Don't panic*, *know more* instead of *learn more*, *to sign up the application form* instead of *fill in the application form*, *have joined* instead of *participated in*, *different knowledge* instead of *different topics*, *advise of teachers* instead of *advice of teachers*, *has been existed* instead of *has existed*, *are contributed from* instead of *are the result of*, *gained interest* instead of *became interested in*

└ Singular instead of plural – *teen* instead of *teens*, *buzzer* instead of *buzzers*, *their life* instead of *their lives*, *meeting* instead of *meetings*, *bicycle* instead of *bicycles*

⌋ The writer also uses some complex structures – accurate use of *neither....nor* in the first paragraph.

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.

Secondary 3 Reading

- Most students were capable of locating specific information from different text types.
- Most students were able to identify different text types.
- Many students could interpret the meaning of unfamiliar words and expressions using contextual clues/with meanings and examples provided.
- 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 main ideas and details that support a main idea using the information provided.

- Many students were able to work out simple rhymes when reading a poem.
- Students were also able to work out the sequence of events.

Secondary 3 Writing

- Students writing well-organised paragraphs and providing additional details for their ideas scored 3 and 4 for Content and Language.
- Students scoring 2 or 1 for Content and Language tended to provide few ideas and generally based their writing on the prompts.
- 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 – Description – English Game/Toy Design Competition and exemplar #5 – Story – Adventure Stories for the School Magazine and exemplar #6 – Speech – Explain your Club/Society)
- Although students could write well-organised paragraphs, few could elaborate in great detail on the topic and generally based their comments on the prompts/pictures provided. (Student exemplar #1 – Description – English Game/Toy Design Competition and student exemplar #2 – Story – Adventure Stories for the School Magazine)
- Students with better writing skills could develop well-organised paragraphs and could, for instance, provide detailed information about the toy or game, commenting on the design, what had prompted the design, features of the toy/game, and suitability as well as give reasons to support their design choices. They elaborated on the prompts provided and also added their own information about their adventure. Students also used their own personal knowledge to write informative speeches providing information about what their society or club did, the activities that were run and teacher advisors and location of meetings. (Student exemplar #4 – Description – English Game/Toy Design Competition, exemplar #5 – Story – Adventure Stories for the School Magazine and exemplar #6 – Speech – Explain your Club/Society)
- 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 picture prompts. Errors in spelling and grammar were evident and comprehension was sometimes hindered. Generally students also avoided using dialogue or just included very simple dialogue in their stories. (Student exemplar #2 – Story – Adventure Stories for the School Magazine)

- Capable students also wrote speeches in which they elaborated in detail on their club/society and its activities and the benefits for student members. (Student exemplar #6 – Speech – Explain your Club/Society)
- 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 as well as using the singular or plural. Many students also used etc. when they should have provided more examples. (Student exemplar #1 – Description – English Game/Toy Design Competition, exemplar #2 – Story – Adventure Stories for the School Magazine and exemplar #3 – Speech – Explain your Club/Society)

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

- Most 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, ‘pocket money’, ‘technology’, ‘society’, ‘environment’, ‘snacks’, ‘convenience’, ‘addiction’, and ‘chef’.
- Some students also confused ‘pocket money’ with ‘red packets’.
- 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 with limited eye contact and continued by making their own 'individual presentations', evidencing limited interaction strategies or knowledge of how to continue. Greater amounts of 'fixed' turn-taking (ie 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. Others just paraphrased what other students had said, contributing little to the conversation.

Overview of Student Performances in English Language at Secondary 3 Territory-wide System Assessment 2015-2017

The percentage of S.3 students achieving Basic Competency in 2017 was 69.7 %. The percentage for the year 2016 was 69.6 % as shown in Table 7.29.

Table 7.29 Percentages of S.3 Students Achieving English Language Basic Competency in 2015-2017

Year	% of Students Achieving English Language Basic Competency
2015	69.4
2016	69.6
2017	69.7

An overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2015-2017 provides useful information on how teachers can help students improve their skills. Table 7.30 summarises such an overview.

Table 7.30 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2015-2017

Reading Year	2015	2016	2017	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 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"> Many of the students were able to locate and identify general and specific information. Many students could understand language features and correctly identify the various rhymes in the poem. Many students were able to connect ideas and work out inferences. Many students were able to work out sequences of events. Students were also able to identify various text types and their features. 	<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"> 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 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 and analyse and integrate relevant 	<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 and expressions as well as some contextual clues. Students found it difficult to predict content because they saw the information in isolation and had not thought to go beyond what was 	

		points from one or more texts and also to predict content.	provided in the task. <ul style="list-style-type: none">Students had difficulty locating information in a simple chart	idea of a piece and also be able to predict content i.e. what would happen next, or what the actions of a person might be given the situation described.	
<div>Writing</div> <div>Strengths</div>	<div>Year</div> <div>2015</div>	<div><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</div>	<div>2016</div> <div><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.</div>	<div>2017</div> <div><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 – the school club/society. They were able to use their personal experience and provide detailed information about the club/society and activities.Many students could write well-organised paragraphs with coherent links.In most cases students were able to provide some details to support main ideas.</div>	<div>Remarks</div> <div><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 point, with many students not being</div>
<div>Weaknesses</div>		<div><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 too short and did not allow for much, if any elaboration.</div>	<div><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 students from writing imaginative stories and expressing their ideas.</div>	<div><ul style="list-style-type: none">An increasing number of students wrote off topic scripts and in a majority of cases the content was highly inappropriate, as was the language used.Despite picture prompts being provided, students lacked the imagination to combine the pictures together to form a coherent story.</div>	

	<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>Some students also found it difficult to express in their writing what they are 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>Often the story was more of a retelling of events. Adding dialogue would have helped make the adventure story more interesting.</p> <ul style="list-style-type: none"> A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail. 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 adventure story. 	<p>familiar with the genre or its features at all – many students writing the adventure did so with no dialogue. Dialogue would make the story come alive and add another layer to elevate it to a proper story, rather than just a retelling of events.</p>
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Listening	Year	2015	2016	2017	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. 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 individuals 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 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. 	<ul style="list-style-type: none"> The majority of the students could correctly identify the tone of an individual's comment. 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. Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in 	<ul style="list-style-type: none"> Proofreading was an issue in the meeting notes section of MOOV TV, resulting in the misspelling of simple words, numbers and months. 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

	<ul style="list-style-type: none"> • Quite a number of students were able to comprehend and make plausible conclusions about the meanings of unfamiliar expressions or words. • 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"> • The majority of the students could correctly identify the tone of an individuals comment. • 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. 	<ul style="list-style-type: none"> • dialogues using discourse markers. • Many students could extract specific information from simple, clear and slower spoken texts. • Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary associated with the movies/TV shows in the notes section of the MOOV TV. • Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example in the meeting about KPOP or the discussion about Puzzle Week. 	<ul style="list-style-type: none"> • 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. • The ability to predict what would happen in a certain situation was also limited. Students seem to be hampered here by not being able to imagine what might happen next, given what has already taken place.
Weaknesses				

Speaking	Year	2015	2016	2017	Remarks
Strengths		<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 	<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. 	<ul style="list-style-type: none"> • Students were generally capable of expressing comprehensible ideas. • In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. • In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics 	<ul style="list-style-type: none"> • Students were expected to express relevant ideas using simple language patterns and vocabulary. • Students were generally able to use limited formulaic expressions to facilitate their conversation. • Students are recommended to further elaborate their ideas and provide adequate

	<p>limited range of formulaic expressions to respond to others, for example, "I agree with you".</p> <ul style="list-style-type: none"> Most students were able to sustain the discussion. 	<ul style="list-style-type: none"> 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"> Most students were able to sustain the discussion. Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you". 	<p>supporting details in the presentation or discussion and to try to go beyond the prompts and ideas provided.</p> <ul style="list-style-type: none"> 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. 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 and some also lacked communication strategies. 	<ul style="list-style-type: none"> Students lacked the knowledge to work out the pronunciation of unfamiliar words. 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 and some also lacked communication strategies. 	

Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017

This was the twelfth year that Secondary 3 students participated in the Territory-wide System Assessment at the end of Key Stage 3. The percentage of S.3 students achieving Basic Competency in 2017 was slightly higher than the percentage for the year 2016 as shown in Table 7.31.

Table 7.31 Percentage of Students Achieving English Language Basic Competency

Year Level	% of Students Achieving English Language Basic Competency													
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7	80.4	80.3	80.4	81.1 ^Δ	81.1 [∇]
P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^	72.3
S.3	--	--	68.6	69.2	68.9	68.8	69.2	69.2	69.1	69.5	69.3	69.4	69.6	69.7

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

^ The 2012, 2014 and 2016 P.6 TSA were suspended. As participation in the 2012, 2014 and 2016 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

Δ The 2016 P.3 level assessment was conducted as part of the 2016 Tryout Study. The BC attainment rate was calculated using the data from some 50 participating schools.

∇ The 2017 P.3 level assessment was conducted as part of the 2017 Research Study, which was extended to all primary schools in the territory.

The following table compares Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017:

Table 7.32 Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2017

Skill / Level	P.3	P.6	S.3
Reading	<ul style="list-style-type: none"> Students were able to recognise key words on familiar topics (e.g. names) and those related to daily life experiences (e.g. time) with contextual clues and pictorial cues. Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or'). Students were able to understand the connection of ideas in timetables and cards. Students in general were able to understand the connection between ideas by following pronoun references in a card/story. Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues. Only the more able students were able to follow pronoun references in a story. They were able to interpret a reference word when the pronoun was close to the subject it referred to. Only the more able students were able to make use of the contextual clues and pictorial cues in the story to help them predict the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Students generally performed better if pictorial cues were given as options. Students were able to understand the use of similes and onomatopoeia by referring to the contextual clues. Students were generally able to understand the connection between ideas by using pronoun references and identifying cohesive devices. Many students were able to extract specific information from informational texts, e.g. posters and advertisements. Some students were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories. Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided. Skimming for gist of a poster was quite challenging for some students. 	<ul style="list-style-type: none"> Many of the students were able to locate and identify general and specific information. Many students could understand language features and correctly identify the various rhymes in the poem. Many students were able to connect ideas and work out inferences. Many students were able to work out sequences of events. Students were also able to identify various text types and their features. 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 and expressions as well as some contextual clues. Students found it difficult to predict content because they saw the information in isolation and had not thought to go beyond what was provided in the task. Students had difficulty locating information in a simple chart
Skill / Level	P.3	P.6	S.3
Writing	<ul style="list-style-type: none"> For 'At the Park', students were able to provide a factual account of the story. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given. In 'My School Recess', students were able to provide relevant ideas using the prompts (e.g. what they did and how they felt at recess). 	<ul style="list-style-type: none"> Students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given. Quite a number of students were able to provide interesting ideas with supporting details in their writing if the topic was interesting to them, i.e. 'My Dream Home'. Capable students were able to provide interesting 	<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 – the school club/society. They were able to use their personal experience and provide detailed information about the club/society and activities. Many students could write well-organised

	<ul style="list-style-type: none"> Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because'). Only the more able students were able to provide ideas with some supporting details. Spelling mistakes were common among students. Students made some grammatical mistakes (e.g. error in tenses) in their writing. 	<p>ideas and dialogues to enrich the content.</p> <ul style="list-style-type: none"> The majority of students were able to use cohesive devices to link ideas. Many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing. Inappropriate word choice and poor spelling were still common in students' writing. A few students just copied the rubric of the task without any elaboration. 	<p>paragraphs with coherent links.</p> <ul style="list-style-type: none"> In most cases students were able to provide some details to support main ideas. An increasing number of students wrote off topic scripts and in a majority of cases the content was highly inappropriate, as was the language used. Despite picture prompts being provided, students lacked the imagination to combine the pictures together to form a coherent story. Often the story was more of a retelling of events. Adding dialogue would have helped make the adventure story more interesting. A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail. 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 adventure story.
Skill	Level	P.6	S.3
Listening	P.3	<ul style="list-style-type: none"> Students were able to identify key words on familiar topics (e.g. places) or those related to daily life experiences (e.g. sports) with straightforward verbal and pictorial cues. Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but). Students were able to discriminate between common words with a small range of vowel sounds (e.g. 'a', 'i', 'o' and 'u') and consonant sounds (e.g. 'B', 'L', 'M' and 'T'). Students were able to distinguish basic differences in intonation (e.g. happy, surprised). Some students were unable to understand the connection between ideas when the ideas were connected by 'so'. 	<ul style="list-style-type: none"> The majority of the students could correctly identify the tone of an individual's comment. 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. 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. Many students could extract specific information from simple, clear and slower spoken texts. Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary associated with the movies/TV shows

		<ul style="list-style-type: none">Some students had difficulty in connecting ideas using contextual clues.Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text.In the note-taking task 'Phone calls', students performed better in number writing than in word writing.	<ul style="list-style-type: none">in the notes section of the MOOV TV.Students found it difficult to predict what might happen given the situation or what would be talked about next in a given situation. For example in the meeting about KPOP or the discussion about Puzzle Week.
<div>Level Skill</div> <div>Speaking</div>	<div>P.3</div> <ul style="list-style-type: none">In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes.In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions.In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation.For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'.For 'Expression of Personal Experiences', students had difficulty in answering questions that required providing a reason (e.g. 'Do you like your P.E. lessons? Why?').In 'Picture Description', some students experienced difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').	<div>P.6</div> <ul style="list-style-type: none">Many students read the texts fluently and clearly despite a few mistakes in pronunciation.Students were generally able to provide relevant answers to the questions. Some were able to provide additional details on some familiar topics too.Students with good speaking skills were able to provide a range of ideas relevant to the topics and elaborate with some details. They presented well-organised ideas clearly with few mistakes in pronunciation.Some students were still not able to pronounce words with three or more syllables such as 'activities' and 'celebrate'.Some students still dropped end consonants frequently.	<div>S.3</div> <ul style="list-style-type: none">Students were generally capable of expressing comprehensible ideas.In "Individual Presentation", many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.In "Group Interaction", most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topicsMost students were able to sustain the discussion.Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you".Students lacked the knowledge to work out the pronunciation of unfamiliar words.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 and some also lacked communication strategies.