

## Results of Secondary 3 English Language in Territory-wide System Assessment 2019

The percentage of S.3 students achieving English Language Basic Competency in 2019 is 69.5%.

### Secondary 3 Assessment Design

Assessment tasks for 2019 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)*, the *Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 - 3)* (CDC, 2018) and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). 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 comprised a total of 129 items and 138 score points in three sub-papers for Listening, Reading and Writing. Common 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 speaking assessment comprised 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 common 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*
<b>English Language</b>					
Written Assessment					
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 Assessment					
Individual 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)	
<b>Listening</b>	9EL1	9EL2	9EL3		9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
L5-L-2-S3BC (listening strategies)	30(30)	29(29)	28(28)	L5-S-3-S3BC (ideas)	8(4)	8(4)
L5-L-1-S3BC (language features)	1(1)	2(2)	3(3)			
<b>Reading</b>	9ER1	9ER2	9ER3	L6-S-6-S3BC (organisation)	8(4)	0
L6-R-1-S3BC (reading strategies)	28(28)	26(26)	19(19)			
L6-R-2-S3BC (extracting and organising information)	4(4)	4(4)	3(3)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
L5-R-3-S3BC (language features)	4(4)	1(1)	5(5)			
L5-R-4-S3BC (reference skills)	0	5(5)	9(9)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
<b>Writing</b>	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)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(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
<b>TOTAL</b>		<b>54</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-1-S3BC L5-L-2-S3BC	Discussion with Interviews– <i>Complaints about School Lunchboxes</i> 9EL1 – Part 1 9EL3 – Part 1	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Conversation and Report – <i>Planning the Class Christmas Party</i> 9EL1 – Part 2 9EL3 – Part 2	Multiple choice	8(8)
L5-L-2-S3BC	Radio Broadcast – <i>Cooking Club Information Session</i> 9EL1 – Part 3 9EL2 – Part 2	Multiple choice	8(8)
L5-L-1-S3BC L5-L-2-S3BC	Recording – <i>OLE Visit to a Film Set</i> 9EL2 – Part 1	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>My Mother Does So Much For Me</i> 9EL2 – Part 3 9EL3 – Part 3	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	50
L6-R-2-S3BC	Extracting and organising information and ideas from texts with some degree of complexity	8
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	5
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	9
<b>TOTAL</b>		<b>72</b>

**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	Newspaper Page – <i>The Hong Kong News</i> 9ER1 – Part 1 9ER2 – Part 1	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>An Ogre Came Over For Dinner</i> 9ER1 – Part 2 9ER3 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC	Article – <i>Amazing Kids</i> 9ER1 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC	Report – <i>Extinct and Endangered Animals in 2019</i> 9ER2 – Part 2	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC L5-R-3-S3BC L5-R-4-S3BC	Encyclopedia Page, Book Information and Book Blurb – <i>Mythical Beasts</i> 9ER2 – Part 3 9ER3 – Part 3	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC	Magazine Extract – <i>Climate Crisis</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	
<b>TOTAL</b>		<b>3</b>

**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	Story – <i>The Day Aliens Landed in Hong Kong</i> 9EW1	1(12)
L6-W-3-S3BC L5-W-5-S3BC	Email – <i>How Big Brother/Sister Scheme Members can help junior form students</i> 9EW2	1(12)
	Blog Entry – <i>Things to See and Do In Hong Kong</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 spanned 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	Group Interaction <i>9ESG1 – 9ESG8</i>	8
L5-S-3-S3BC	Expressing information and ideas (including personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with some elaboration		
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 Competency in 2019***

### **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 five listening tasks:

Tasks	Text Types
Complaints about School Lunchboxes	Discussion and Interview
Planning the Class Christmas Party	TV News Report and Conversation
Cooking Club Information Session	Radio Broadcast
OLE Activity – Visit to a Film Set	Discussion and Interview
My Mother Does So Much For Me	Poem

#### **Performance of Secondary 3 Students Achieving Basic Competency in Listening Tasks**

Students achieving basic competency were able to:

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

#### **Task Name: Complaints about School Lunchboxes (Discussion and Interview)**

**Task Content:** The students are discussing the issues with the school lunchboxes.

#### **Extracting Specific Information**

- Many students were able to identify who got sick after eating the Mountain High food, when they heard Michael say ‘...*The first time I ate Mountain High food here at school, I was sick. I had food poisoning...*’

8. The person who got sick after eating the food from Mountain High was \_\_\_\_\_.

- A. Mr. Chau
- B. Paul
- C. Candy
- ☒ D. Michael

9EL1/3 Part 1 Q.8

**Task Name: Planning the Class Christmas Party (TV News Report and Conversation)**

**Task Content:** Students have to plan a Christmas party and are listening to a TV news report about popular presents for teens.

**Deducing the Meaning of Unfamiliar Words**

- The majority of students were able to work out the meaning of the word 'anonymous' from the context provided.

**Mrs. Tai – teacher:** *'Yes, Candy. The school has received an anonymous donation.*

*It came to the principal with special instructions. The money must be spent on students, not on the teachers, school facilities, books or furniture...'*

**Andrew – student:** *(interrupting) 'Wow! That's amazing! I wonder who the anonymous donor is? (shy & very reticently) Uum, what does anonymous mean again?'*

**Candy – student:** *'Andrew, if someone wants to be anonymous, they don't want anyone to know who they are. There are lots of people who make donations like this.'*

**Andrew – student:** *'Oh yeah, got it! Thanks for the explanation.'*

2. The money for the presents is from an 'anonymous donation'. 'Anonymous' here means

- \_\_\_\_\_.
- A. special instructions on how to use the money
  - ☒ B. a person who does not want his/her name to be known
  - C. what the money should be spent on
  - D. people who want others to know they made a donation

9EL1/3 Part 2 Q.2

**Task Name: Cooking Club Information Session (Radio Broadcast)**

**Task Content:** Students are learning about the school Cooking Club and the activities it runs.

**Understanding the Connection between Ideas**

- The majority of students were able to work out who the classes were held for when they heard Tony and Ms. Tang talking.

**Tony – Campus Radio Host:** *'...So you don't have to be a member to join the BLD classes then?'*

**Ms. Tang – Cooking Club Head:** *'No, not at all. We have member-only activities, but this one is for anyone who is interested.'*

2. The classes are held \_\_\_\_\_.

- A. just for members
- B. only for non-members who sign up
- ☒ C. for members and students who sign up
- D. only for special chefs

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



**Task Name: OLE Activity – Visit to a film set (Discussion and Interview)**

**Task Content:** The students are listening to a recording of a visit to the film set.

**Identifying Tone**

- Quite a number of students were able to work out how the stuntman felt about his job.

**Stephen – Student:** ‘Do you like your job, Mr. Smith?’

**John Smith – Stunt man:** ‘I love it. I have fun doing dangerous things and I get paid for it too!’

14. When the stunt man says ‘...and I get paid for it too’, he sounds \_\_\_\_\_.

- A. angry
- B. surprised
- C. unhappy
- ☒ D. happy

9EL2 Part 1 Q.14

**Task Name: My Mother Does So Much For Me (Poem)**

**Task Content:** The poem is about the things a mother does for her son.

**Identifying Rhymes**

- Quite a number of students were able to identify the rhyming words in the first stanza of the poem.

*Stanza 1*

*My mother drives me everywhere.*

*She drives me to my school.*

*She drives me to my football practice  
and the swimming pool.*

**Stanza One**

1. In the first stanza, ‘school’ rhymes with \_\_\_\_\_.

- ☒ A. pool
- B. practice
- C. swimming
- D. everywhere

9EL2/3 Part 3 Q.1

**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 Hong Kong News	Newspaper Page
An Ogre Came Over For Dinner	Poem
Amazing Kids	Article
Extinct and Endangered Animals in 2019	Report
Mythical Beasts	Encyclopedia Page, Book Information and Book Blurb
Climate Crisis	Magazine Extract

### Performance of Secondary 3 Students Achieving Basic Competency in Reading Tasks

Students achieving basic competency 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 online news articles, a poem, a blog page and report extract, a brochure page, a website extract, sample invitation and instructions as well as a travel brochure and fact sheet
- identify rhymes
- work out the meaning of unfamiliar expressions
- understand and identify connections between supporting ideas and main ideas
- identify the sequence of events
- predict the likely development of the text
- obtain information about the reading materials from blurbs, glossaries, book covers and table of contents

#### **Task Name: The Hong Kong News (Newspaper Page)**

**Task Content:** The task is about an article from a newspaper.

#### Identifying the Sequence of Events

- Many students were able to work out the steps required to process cocoa beans into chocolate.

### THE HONG KONG NEWS

#### CHOCOLATE PROBLEMS

The Cocoa Belt is a strip of land where most of the world's tropical rain forest is located. Chocolate comes from the Cocoa Belt. Conditions there are perfect for growing the cacao trees. They need hot, humid and rainy weather to grow.

Climate change is affecting the weather in the belt, causing extremely high temperatures and much drier soils. The trees are also not producing as many cacao pods, which means a smaller amount of beans. The beans are what make chocolate. The weather change has also meant a spread of disease and pests that damage the trees. While these trees can live to be 200 years old, they only produce beans for 25 years.

Does chocolate grow on trees? No! The pods grow on the trees. The pods are picked when they are ripe and the beans are taken out of the pods. Machines can damage the trees so all of the work has to be done by hand.

The pods are not wasted. They are ground up into a powder called cocoa. Cocoa is used in baking and to make hot chocolate.

The beans have to be fermented. This process brings out the chocolate flavour. Then they are dried, packed and shipped all over the world. Chocolate makers take the beans and roast them. Then they are mixed with sugar and milk. The liquid chocolate is poured into moulds and sold to chocolate lovers!

Did you know that it takes 400 beans to make two and a half cups of chocolate?

**Chocolate Problems**

7. How do the beans become chocolate? Put the process into the correct order.

- |                        |                            |
|------------------------|----------------------------|
| 1. beans are fermented | 2. pods grown on trees     |
| 3. pods ripen          | 4. beans removed from pods |

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

9ER1/2 Part 1 Q.7

**Task Name: An Ogre Came Over For Dinner (Poem)**

**Task Content:** The poem is about what happens when an ogre comes over for dinner.

**Understanding the Use of a Language Feature: Rhyme**

- Many students were able to identify the rhyming words in the poem.

He smashed every plate in the kitchen.  
 He shattered each saucer and cup.  
 He broke every bowl.  
 He was out of control  
 as he ran around tearing things up.

**Stanza Three**

4. In stanza three the word that rhymes with 'bowl' is \_\_\_\_\_.

- ☐ A. control  
☐ B. cup  
☐ C. up  
☐ D. saucer

9ER1/3 Part 2 Q.4

**Task Name: Amazing Kids (Article)**

**Task Content:** The article is about kids from all over the world and the amazing things they have done/do.

**Understanding the Connection Between Ideas**

- Many students were able to work out why Timothy started knitting.

## Amazing Kids

Amazing kids exist everywhere. Here are some amazing kids and what they have achieved!

**Meet Timothy Campbell from Australia...**

Timothy is 12 years old and for the last four years he has knitted teddy bears for charity. His bears have been sent all over the world. Bears have gone to Europe, the USA and to hospitals and charities in Australia and New Zealand. He knits in his bedroom, before school, after school and on weekends.

All of the wool he uses is stored in his mother's craft room. Timothy decided to start when he heard about two sick children in hospital at Christmas. He asked his parents if he could buy them gifts. His mother agreed, but she said it would be better and more meaningful if he made them a gift, rather than buy one. He decided to use his grandmother's knitting needles and wool, and he hasn't looked back.

3. He started knitting because \_\_\_\_\_.
- A. he wanted to annoy his grandmother
  - B. his mother had wool in her craft room
  - C. he didn't want to buy gifts
  - ☒ D. he wanted to do something for children in the hospital

9ER1 Part 3 Q.3

### Task Name: Extinct and Endangered Animals in 2019 (Report)

**Task Content:** The report is about extinct and endangered animals.


#### Predicting the Likely Development of the Text

- Many students were able to predict what the next page of the report would be about.

Report

**EXTINCT AND ENDANGERED ANIMALS IN 2019**

Have you ever seen a live West African Rhinoceros, or a Baiji White Dolphin in the zoo?




The answer would be 'NO' because these animals are extinct! If an animal is extinct, it doesn't exist anymore. All that we could see would be photos, pictures or even bones or fossils. In the past, it is likely that natural events such as sudden increases or decreases in the temperature or sudden sea level changes were to blame.


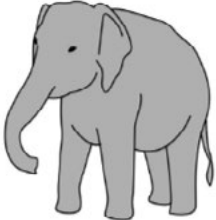
Most animal extinctions are now caused by humans. Humans are to blame for destroying the habitat of animals, cutting down forests and expanding farming land. Pollution, overfishing and hunting are also to blame, as is climate change.

**ANIMALS THAT ARE IN DANGER OF BECOMING EXTINCT**

**Sea Turtle**  
Two types of sea turtles are in danger – the Hawksbill Turtle and the Leatherback Turtle. In the past 100 years, 90% of the Hawksbill Turtle population has been lost. The largest loss – 80% has been lost in the last 10 years.

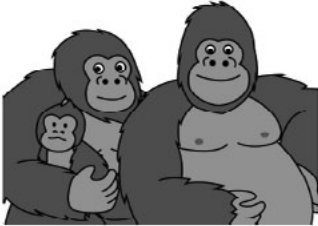


**Tiger**  
The tiger has been hunted for its fur. There were a total of 9 subspecies of tiger, but 3 are already extinct. The South China Tiger and Sumatran Tiger are under threat. The South China Tiger has not been seen in the wild since the 1970's, so many think it is now extinct.

**Sumatran Elephant**  
In the past 25 years, the Sumatran Elephant has lost 70% of its habitat. Humans have taken the land to build palm oil plantations. They have cut down the forests and built towns and cities in what used to be the habitat, or natural home of the elephant.

**Gorillas**  
Cross River Gorillas and Mountain Gorillas are both in danger of becoming extinct. There are only around 200 – 300 Cross River Gorillas left in the wild and 900 Mountain Gorillas. Gorillas are under threat from poachers, people who illegally catch or shoot animals. They are also caught and eaten as food. Disease has also affected their numbers.



8. This is page one of the report. The next page would most likely be about \_\_\_\_\_.
- A. how to see extinct animals
  - ☒ B. what you can do to help animals from becoming extinct
  - C. how to become a poacher
  - D. how to catch a gorilla

9ER2 Part 2 Q.8


**Task Name: Mythical Beasts (Encyclopedia Page, Book Information and Book Blurb)**

**Task Content:** The encyclopedia page is about mythical beasts. The book information and book blurb are about a fantasy story featuring mythical beasts.

**Obtaining Information about the Reading Material from the Blurbs, Glossaries, Book Covers, Table of Contents**

- The majority of students were able to identify who the author was from the book information.

**Book Information and Blurb**

Book Information	Blurb
 <p><b>Title:</b> <i>Earth and Sky</i></p> <p><b>Series:</b> <i>Magical Beasts of Earth and Sky</i></p> <p><b>Author:</b> <u>Jayne Stone</u></p> <p><b>Category:</b> <i>Young Adult Fantasy</i></p> <p><b>ISBN:</b> Ebook: 9785 301 64974</p> <p>Paperback: 978-0-9873431-2-4</p> <p>Audiobook: 9784 303 65987</p> <p><b>Publisher:</b> <i>Weldon Press</i></p> <p><b>Published:</b> <i>December 2015</i></p> <p><b>Pages:</b> 456</p> <p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• <i>Trudy Stone YA Award for Best Series</i></li> <li>• <i>Seal Of Excellence (Indie Publishing)</i></li> <li>• <i>Fantasy Medallion for Outstanding Novel in a Series</i></li> <li>• <i>Best YA Fiction Award</i></li> </ul>	<p>Long ago, the gates between earth and sky opened. Magical beasts and horrible, dangerous <u>monsters</u> escaped, roaming the earth and ruling the skies. After long battles, the Gate Witches/Wizards and Beast Talkers forced the <u>monsters</u> back behind the gates and closed them forever...or so everyone thought.</p> <p>Hundreds of years later the wars are only a memory, BUT <u>monsters</u> are roaming earth and sky again. Mara knows something is wrong with the gates, but no one believes her. Mara and her friend Terk have to stop the gates from opening and releasing the <u>monsters</u>.</p> <p>Together they have to develop skills that will make Mara a Gate Witch and Terk a Beast Talker. Walpin, a wise old man, guides them. Nori, a warrior, protects them all. Can Mara and Terk learn in time or will their world be ruled by <u>monsters</u> again? If they fail, they could all die.</p> <p><b>Reviews:</b></p> <p>'A fast-paced adventure. Highly entertaining for readers of all ages!' <b>Kevin Kelsey, author</b></p> <p>'Earth and Sky has it all – rich, detailed world building, realistic characters and a great plot.' <b>Jenny Smith, YA Book Reviews</b></p>

**Book Information and Blurb**

10. The author of the book is \_\_\_\_\_.

- A. Trudy Stone
- B. Kevin Kelsey
- ☒ C. Jayne Stone
- D. Jenny Smith

**Task Name: Climate Crisis (Magazine Extract)**

**Task Content:** The magazine extract highlights various climate crises.

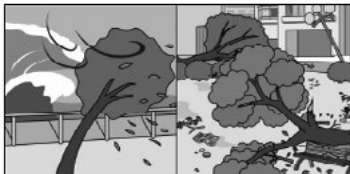
**Locating Information in a Simple Chart**

- Many students were able to locate when the lowest storm surge was recorded by using the information in the table.

Magazine Extract

### Climate Crisis


**Impact of Typhoons on Hong Kong**



Typhoons affect Hong Kong. In the past, the typhoons caused many deaths and injuries. Technology has helped to make sure that people are warned about typhoons, but there are still injuries and sometimes even deaths.

Typhoon	Year	Injuries	Deaths	Storm Surge (metres)
Mangkhut	2018	394	0	3.40
Hato	2017	121	0	1.18
Vincente	2012	138	0	1.11
York	1999	500	2	2.39
Ellen	1983	833	10	2.74
Huige	1979	260	12	3.23
Elsie	1975	46	0	2.29
Rose	1971	286	110	3.00

**Storm Surge**  
One danger with any typhoon is the storm surge. Storm surge is just a way of saying the sea level will rise due to the winds and low pressure of the typhoon. The height of the storm surge depends on the water depth and the shape of the coastline. The storm surge for the latest typhoon to hit Hong Kong, Mangkhut, was record-breaking! It was the highest recorded since 1979.


**Impact of Typhoons on Hong Kong & Storm Surge**

4. The lowest storm surge was recorded in \_\_\_\_\_.

- A. 2018  
B. 2017  
C. 2012  
D. 1983

9ER3 Part 1 Q.4

## Secondary 3 Writing

### Design of the Writing Papers

There are a total of three writing sub-papers, 9EW1, 9EW2, and 9EW3. Students are required to complete one writing task of about 150 words in 40 minutes.

Tasks	Text Types
The Day Aliens Landed in Hong Kong	Story
How Big Brother/Sister Scheme Members can help junior form students	Email
Things to See and Do In Hong Kong	Blog Entry

### Performance of Secondary 3 Students Achieving Basic Competency in Writing Tasks

Students achieving basic competency were able to:

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

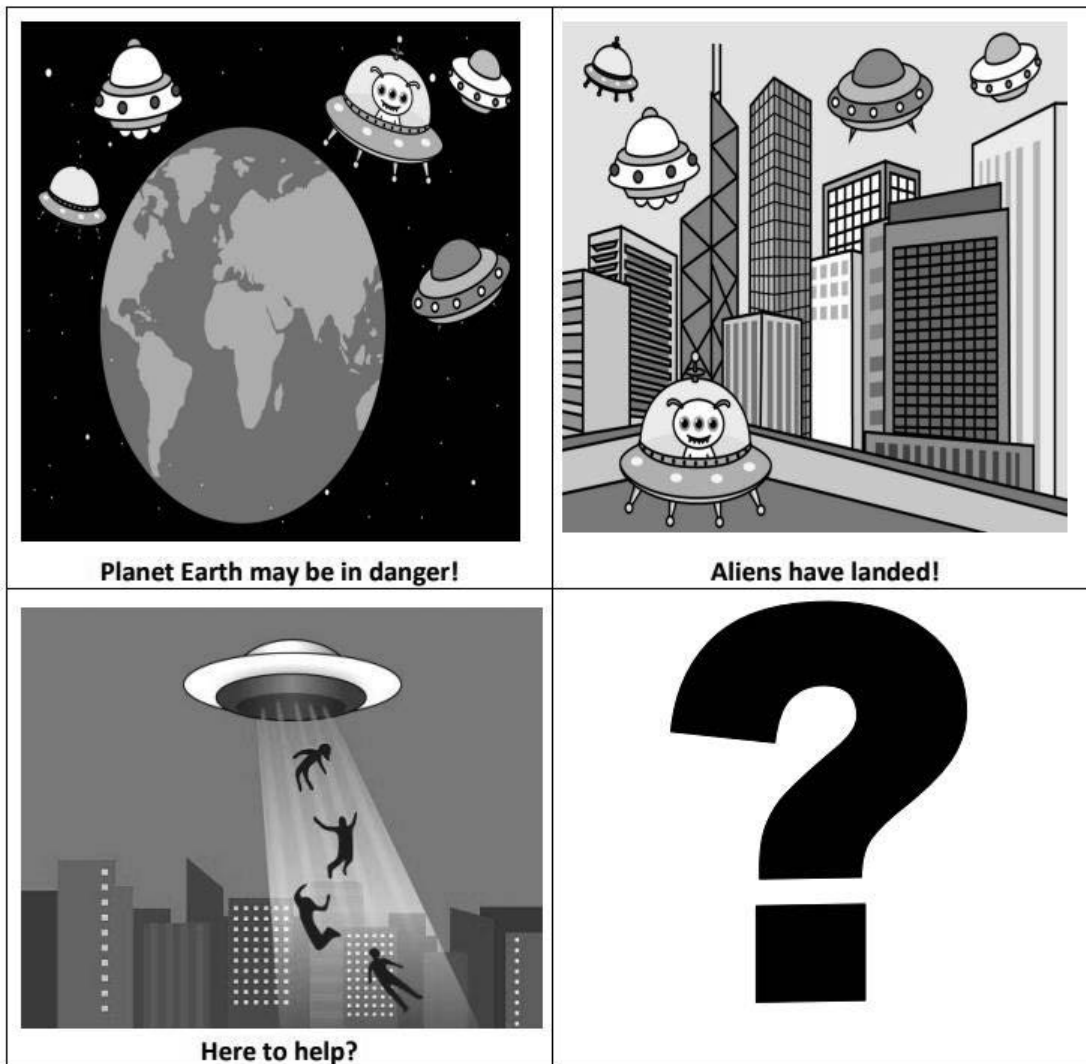


**Story – The Day Aliens Landed in Hong Kong (9EW1)**

In this task, students were asked to write a story about the day aliens landed in Hong Kong and what happened. Picture prompts were provided.

**You have been watching science fiction movies in class. Your English teacher wants you to write a story about the day aliens in spaceships landed in Hong Kong and what happened. Give your story a title.**

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






**Email – How Big Brother/Sister Scheme Members can help junior form students (9EW2)**

In this task, students were asked to write an email about how Big Brother/Sister Scheme Members can help junior form students. Picture prompts were provided.

You are Jackie Ho, a student at SKFGLR Secondary School and the Head of the SKFGLR Big Brother/Sister Scheme. The bad behaviour and negative attitude of some of the junior form students is worrying. Therefore, the Principal has asked you and the members of the Big Brother/Sister Scheme to help. Write an email to the Big Brothers and Sisters in which you explain what the students have been doing and suggest what the scheme and its members will do to help the students.

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

Information about the junior form students and the behaviour/attitude problems provided by the Principal	
 <p><b>CHEATING</b></p>	 <p><b>SHOPLIFTING/STEALING</b></p>
 <p><b>FIGHTING</b></p>	 <p><b>SURFING THE WEB</b></p>
	

**Blog entry – Things to See and Do In Hong Kong** (9EW3)

In this task, students were asked to write a blog entry. Picture prompts were provided.

You are entering the 'Promote Hong Kong Competition'. Write a travel blog entry that provides information about the types of things tourists can see and do in Hong Kong. Explain how tourists can get around Hong Kong, the cost of these attractions and activities, and why they are worth doing. Give your blog entry a title.

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

# PROMOTE HONG KONG COMPETITION

## Famous Hong Kong attractions




## Places to go and things to do



The following Student Exemplars illustrate the performance of students achieving basic competency in writing.

**Story – The Day Aliens Landed in Hong Kong (9EW1) - Student Exemplar 1**

Title   
provided

Aliens' Earth

---

1

Once the planet <sup>103</sup> where Aliens lived was attacked by other aliens from other planet, so the planet <sup>103</sup> was ~~destroy~~ and damaged so the aliens on planet <sup>103</sup> need to find a new place to live with so they started searching for in the galaxy, finally they found the Earth.

2

At night, the aliens landed on Earth, and they thought the Earth was the right place to live. [So they started move] the earth <sup>it is their old planet 103</sup> people into its spacecrafts and transfer them into a new planet, which they built many house and many facilities for them, and which they call that place a happy land. [Every family <sup>can</sup> own a house] <sup>which is</sup> in the same. The Aliens transfer all earth people to Happy Land and [they lived in a Earth] where the houses actually owned by the people were now <sup>the</sup> give to the aliens.

3

Moreover, the aliens rebuild some facilities and took away some useless material that not suitable for them. And the people in Happy Land [can never be back] to the Earth.

**Annotation - Student Exemplar 1**

There is a title – Aliens' Earth



The story has been formed into distinct paragraphs.

The story uses one of the picture prompts provided as the main basis for the story – this is not wrong but there is very little story development. There is no real explanation of why the aliens whose planet was destroyed would send the humans there instead and even build houses for the humans they resettled there. One would assume that if the planet was destroyed it wouldn't be habitable for any species.



Paragraph one deals with the aliens destroying their planet and coming to earth.



Paragraph two deals with what happened to humans when the aliens arrived on earth.



The last paragraph could be considered as not able to effectively conclude the story. It simply mentions something about the aliens taking away some useless material and states that humans can't go back to earth without any explanations.



Errors in vocabulary/expression and some of them affect meaning and understanding – *can never be back* instead of *can never go back*, *Every family can own a house which is in the same* instead of *As on earth, every family would have a house*, *so they started move* instead of *so they started to move*, *lived in the earth* instead of *lived on the earth*



Use of connectives – *however*



Errors in subject/verb agreement/verb forms – *was destroy* instead of *was destroyed*, *need to find* instead of *needed to find*, *rebuild* instead of *rebuilt*, *transfer them* instead of *transferred them*



Spelling mistakes – *factilies* instead of *facilities*

**Email – How Big Brother/Sister Scheme Members can help junior form students (9EW2) - Student Exemplar 2**

TO: **bigbrothers&sisters@skfgr.edu.hk**  
 SUBJECT: **Problems the junior form students are having and what we can do**  
 SEND

NG

[Principal]

Currently, many teachers complain the bad behavior and negative attitude of some of the junior form students. Teachers are worried. We have some solutions to help these students. Hope these solutions can change them.

Short but suitable introduction

1

First of all, we find that many junior form students have internet addiction. They spend a lot of time for the internet everyday. Most of them are lonely. They don't have much friends in real life and they afraid to talk with others. But in the internet, they don't need to talk with others face to face. They can find a lot of fun on the internet. So they are addicted to the internet. To solve this problems, school should hold more team work activities to let these student take part in the school life and meet more friends in the activities. Such as we can have some camp or some sport event. If they can find fun in the real world, they won't be addicted to the internet and willing to take part in the real life.

1

Second, we find that some junior form students like stealing. Mostly, they think that stealing is exciting and have much fun. Even it is a cheap thing, students will still steal it as they enjoy the excitement bring by stealing.

2

To deal with this difficult, School can hold some talk about the punishment of stealing and educate them. The student will be scared. Then stop doing this wrong action. If the situation still worse, school can set up some lockers for students to keep their personal item, there will have less stealing. Otherwise, school can only seek help from the police. And arrest those student who take part in the stealing. To warn them it is a serious mistake.

3

These are the bad behavior we found and the solution. Hope it can make the school be better.

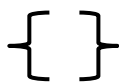
Conclusion

c

{Your faithfully  
Jackie Ho}

**Annotation - Student Exemplar 2**

No greeting is provided – just the word *Principal*.



An inaccurate greeting and close are used – *Principal* and *Your faithfully Jackie Ho*, instead of *Yours faithfully*.

The student misunderstood who they were supposed to be writing to. The email is supposed to be for the members of the Big Brother/Sister Scheme, yet the writer wrote to the Principal and also wrote as if the members had already decided what they were going to do.



A short but suitable introduction is provided.

The student focused on two issues, internet addiction and stealing and provided reasons why students do these things and solutions to solve or address these issues.



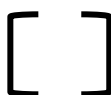
The story is divided into paragraphs that make a cohesive email.



There is a conclusion.



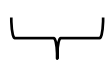
Mostly accurate use of signposts – *currently*, *first of all*, *second* instead of *secondly*



There are errors in vocabulary and expression which sometimes affect meaning – *don't have much friends* instead of *don't have many friends*, *deal with this difficult* instead of *deal with this difficulty*, *they can find a lot of fun in the internet* instead of *they can find a lot to do/the internet provides a lot for them to do*, *if the situation still worse* instead of *if the situation worsens/gets worse*, *they enjoy the exitment bring by stealing* instead of *they enjoy the thrill of stealing*



Spelling mistakes – *exitment* instead of *excitement*



Errors in singular/plural nouns – *teacher* instead of *teachers*, *this problems* instead of *this problem*, *locker* instead of *lockers*, *solution* instead of *solutions*, *camp* instead of *camps*, *sport event* instead of *sports events*, *student* instead of *students*



Errors in tenses – *we find* instead of *we found*



Blog entry – Things to See and Do In Hong Kong (9EW3) - Student Exemplar 3Title  
providedTravelling Hong Kong

Hong Kong is an international city, [where has integrated the western culture and the traditional Chinese culture]

Introduction

1

Firstly, I would like to introduce some famous Hong Kong attractions. The Big Buddha which is in Tung Chung is one of the world's famous buddha. It is [very tall and giant]. You may enjoy a vegetarian meal there. Besides, the Star Ferry Pier is one of the historic buildings in Hong Kong. You can see the [beautiful scenery] across the Victoria Harbour.

2

Some of you may ask how ~~you~~ we can get ~~along~~ around Hong Kong. In Hong Kong, there is an underground <sup>train</sup> system called the MTR. [You can travel Hong Kong] by bus, ferry or MTR. They are [quite affordable].

3

As Hong Kong is a city that integrates Chinese and western culture, you must try ~~the~~ Cha Cha-an Teng, where you can enjoy famous [Hong Kong food such as "Yuen Yeng"], [the mixture of] milktea and coffee.

There are a lot of things to do in Hong Kong. You may easily discover one and fall in love with it!

Suitable  
conclusion

C

**Annotation - Student Exemplar 3**

The writer has written a grammatically inaccurate title – *Travelling Hong Kong* instead of *Travelling to/in Hong Kong*.



A suitable introduction has been provided.



There is clear paragraphing, but the paragraphs lack detail and explanation of why the visitors should see or do the things as recommended.



The writer also tends to list things, like the famous attractions but makes no real attempt to connect the items in the paragraph together by using



some form of connection/transition.



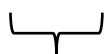
A conclusion is provided.



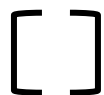
Accurate use of signposts – *firstly, some*



Some good topic appropriate vocabulary is used – *traditional Chinese culture, beautiful scenery, quite affordable, the mixture of*



Singular/plural – *buddha* instead of *buddhas*



There are some errors in vocabulary and expression – *you can travel Hong Kong* instead of *You can travel around Hong Kong, where has integrated* instead of *which has integrated, very tall and giant* instead of *very tall and huge/a giant buddha, Hong Kong food such as Yuen Yeung...* instead of *Hong Kong food and drink such as dim sum and Yuen Yeung...*



## Secondary 3 Speaking

12 or 24 students (depending on the school size) were randomly selected from each school to participate in the speaking assessment. No attempt was made to report the results of individual schools in terms of the percentage of students achieving basic competency in speaking because of the small sample size. However, a summary of the overall performance of students is given in the ‘General Comments on S.3 Student Performances’ Section.

## Good Performance of Secondary 3 Students in 2019

### Secondary 3 Listening

#### Good Performance in Listening Tasks

Students with good performance were able to:

- understand topics, ideas and information, in simple spoken texts on familiar and unfamiliar topics
- deduce the meaning of unfamiliar words
- identify main ideas, understand the connection between ideas as well as predict the development of the topic and identify sequences

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

#### Task Name: Complaints about School Lunchboxes (Discussion and Interview)

##### Identifying the Main Idea

- The more able students were able to identify what Mr. Chau was talking to the students about.

1. Mr. Chau is talking to the students to find out \_\_\_\_\_.

- ☒ A. their opinions on the lunch boxes available at school
- ☐ B. what they think about ordering lunch boxes
- ☐ C. what the problems are with the school canteen
- ☐ D. how students can fix the school facilities

9EL1/3 Part 1 Q.1

**Task Name: Planning the Class Christmas Party (TV News Report and Conversation)****Deducing the Meaning of Unfamiliar Words**

- The more able students were capable of working out the meaning of the word ‘spoilt’ after hearing Candy say ‘...*You’re spoilt! Your mum and dad give you whatever you ask for.*’.
5. Candy says Andrew is ‘spoilt’. This means he \_\_\_\_\_.
- A. has all of the gifts mentioned already  
☒ B. gets everything he asks for  
C. never gets things from his mum and dad  
D. can’t wait and will make a list of what he wants

9EL1/3 Part 2 Q.5

**Task Name: Cooking Club Information Session (Radio Broadcast)****Understanding the Connection Between Ideas by Identifying a Range of Cohesive Devices**

- Students with the best performance were capable of working out what Ms. Tang meant when she said ‘*Well, they learn to follow instructions, something that Peter still needs to learn!*’.
8. After Peter tells listeners about the accident in the class, Ms. Tang says he still needs to learn to follow instructions. What she means is that Peter \_\_\_\_\_.
- A. is dangerous in the kitchen  
B. cannot read a recipe  
☒ C. didn’t listen to her  
D. should learn about safety in the kitchen

9EL1 Part 3/9EL2 Part 2 Q.8

**Task Name: OLE Activity – Visit to a Film Set (Discussion and Interview)****Predicting the Likely Development of the Topic**

- Students with the best performance were capable of predicting what the rest of the tour would be about after listening to the conversation and interview.
15. The first stop on the tour is the film set. The rest of the tour will probably be about \_\_\_\_\_.
- A. Richard Ling and Martin Wong  
B. films made in the early days of the studio  
☒ C. how a film is made  
D. the items in the studio film museum

9EL2 Part 1 Q.15

### Identifying the Sequence of Events

**Task Name: The Hong Kong News (Newspaper Page)****Inferring Ideas**

- Students with the best performance were capable of inferring what would happen if the trees produced smaller amounts of beans.

**THE HONG KONG NEWS**

**CHOCOLATE PROBLEMS**

The Cocoa Belt is a strip of land where most of the world's tropical rain forest is located. Chocolate comes from the Cocoa Belt. Conditions there are perfect for growing the cacao trees. They need hot, humid and rainy weather to grow.

Climate change is affecting the weather in the belt, causing extremely high temperatures and much drier soils. The trees are also not producing as many cacao pods, which means a smaller amount of beans. The beans are what make chocolate. The weather change has also meant a spread of disease and pests that damage the trees. While these trees can live to be 200 years old, they only produce beans for 25 years.

Does chocolate grow on trees? No! The pods grow on the trees. The pods are picked when they are ripe and the beans are taken out of the pods. Machines can damage the trees so all of the work has to be done by hand.

The pods are not wasted. They are ground up into a powder called cocoa. Cocoa is used in baking and to make hot chocolate.

The beans have to be fermented. This process brings out the chocolate flavour. Then they are dried, packed and shipped all over the world. Chocolate makers take the beans and roast, then heat and melt them. Then they are mixed with sugar and milk. The liquid chocolate is poured into moulds and sold to chocolate lovers!

Did you know that it takes 400 beans to make two and a half cups of chocolate?

**Chocolate Problems**

5. If the trees produce a smaller amount of beans, \_\_\_\_\_.

- ☐ A. the price of chocolate will probably increase
- ☐ B. it will be harder to ferment the beans
- ☐ C. more people will be needed to pick the pods
- ☐ D. machines will be used to pick the pods

9ER1/2 Part 1 Q.5

**Task Name: An Ogre Came Over For Dinner (Poem)****Understanding the Use of a Language Feature: Atmosphere**

- The more able students were able to work out the words that indicated how the ogre was feeling.

He crushed the first chair that he sat on.  
 He busted the table in two.  
 He ranted and raved  
 and was badly behaved,  
 like a monkey escaped from the zoo.

**Stanza Two**

3. The words that show the bad mood of the ogre are \_\_\_\_\_.

- A. sat and badly
- B. busted and escaped
- C. ranted and behaved
- ☐ D. ranted and raved

9ER1/3 Part 2 Q.3

**Task Name: Amazing Kids (Article)****Understanding the Connection between Ideas**

- Students with the best performance were capable of working out who the eagle hunters were.

**Meet Altai Algerim from Mongolia...**

Altai is 14 years old and a Kazakh eagle hunter. There are only five female eagle hunters. In the past, eagle hunters were only men. She has a special call for the eagle and it recognises her voice and follows her commands.

Altai is going to enter the Golden Eagle Festival this year. She practises almost every day. In the competition she is going to have to call her eagle to land on her arm, while riding and without falling off her horse.



5. There are \_\_\_\_\_ eagle hunters.

- A. only male
- B. only female
- C. only five
- ☐ D. both male and female

9ER1 Part 3 Q.5

# Task Name: Extinct and Endangered Animals in 2019 (Report)


## Analyzing and Integrating Relevant Ideas From One or More Than One Text

- The more able students understood which animal was most affected by the loss of space after reading the details in the report.

Report

### EXTINCT AND ENDANGERED ANIMALS IN 2019

Have you ever seen a live West African Rhinoceros, or a Baiji White Dolphin in the zoo?




The answer would be 'NO' because these animals are extinct! If an animal is extinct, it doesn't exist anymore. All that we could see would be photos, pictures or even bones or fossils. In the past, it is likely that natural events such as sudden increases or decreases in the temperature or sudden sea level changes were to blame.


Most animal extinctions are now caused by humans. Humans are to blame for destroying the habitat of animals, cutting down forests and expanding farming land. Pollution, overfishing and hunting are also to blame, as is climate change.

#### ANIMALS THAT ARE IN DANGER OF BECOMING EXTINCT

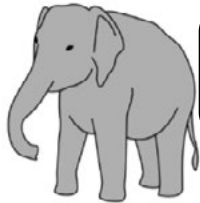
**Sea Turtle**  
Two types of sea turtles are in danger – the Hawksbill Turtle and the Leatherback Turtle. In the past 100 years, 90% of the Hawksbill Turtle population has been lost. The largest loss – 80% has been lost in the last 10 years.



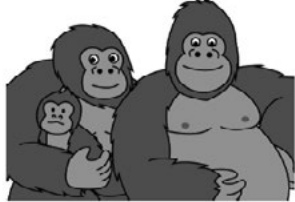
**Tiger**  
The tiger has been hunted for its fur. There were a total of 9 subspecies of tiger, but 3 are already extinct. The South China Tiger and Sumatran Tiger are under threat. The South China Tiger has not been seen in the wild since the 1970's, so many think it is now extinct.



**Sumatran Elephant**  
In the past 25 years, the Sumatran Elephant has lost 70% of its habitat. Humans have taken the land to build palm oil plantations. They have cut down the forests and built towns and cities in what used to be the habitat, or natural home of the elephant.



**Gorillas**  
Cross River Gorillas and Mountain Gorillas are both in danger of becoming extinct. There are only around 200 – 300 Cross River Gorillas left in the wild and 900 Mountain Gorillas. Gorillas are under threat from poachers, people who illegally catch or shoot animals. They are also caught and eaten as food. Disease has also affected their numbers.



7. All animals in the report are affected by humans. The animal most affected by loss of space is the \_\_\_\_\_.

- A. Sea Turtle
- B. Tiger
- ☒ C. Sumatran Elephant
- D. Gorillas

9ER2 Part 2 Q.7

**Task Name: Mythical Beasts (Encyclopedia Page, Book Information and Book Blurb)**

**Dictionary Skills**

- Students were able to work out the best meaning to describe the word 'hybrid' from the description, meanings and sentences given in a dictionary entry.



**The Unicorn...**

is a horse-like animal with a long horn in the middle of its forehead.

The horn was said to have the power to heal and to make water safe to drink.

*The Chinese Unicorn – Qilin is a hybrid animal, made up of the body of a deer, the head of a lion, with green scales and a long curved horn.*

**Encyclopedia of Mythical Beasts**

5. The Chinese Unicorn – Qilin is called a 'hybrid'. Which meaning of hybrid best describes the Qilin in the passage?

1. (n) an animal or plant produced from parents of different breeds or types

*The bird was a hybrid of a chicken and a duck.*

2. (n) a thing made by combining two different elements

*It's a wonderful hybrid of poetry and fiction.*

3. (n) a word formed from different languages

*Television is made up of the Greek word 'tele' and the Latin word 'vision'.*

4. (n) a car with a petrol and electric motor

*The Japanese hybrid can use both motors.*

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

9ER2/3 Part 3 Q.5



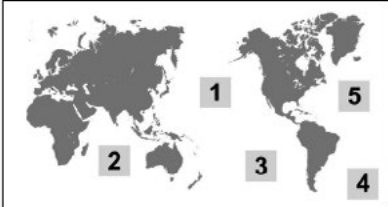
**Task Name: Climate Crisis (Magazine Extract)****Identifying Specific Information**

- Students with good performance were able to ascertain how many garbage patches there were in a text with some degree of complexity.

**Climate Crisis continued...**

**The Great Pacific Garbage Patch (GPGP)**  
 This is an area in the Pacific Ocean between Hawaii and California. Researchers have spent three years searching for floating waste. They found and collected bottle caps, fishing nets, toys and old containers.

It is estimated that the GPGP is made up of 80,000 tonnes of rubbish. That is equal to 500 jumbo jets or 250 pieces of rubbish for every person on the planet. What makes this worse is that there are four other garbage patches around the world where rubbish has also collected.



Garbage patches around the world    EG Report

**The Great Pacific Garbage Patch (GPGP)**

7. The Great Pacific Garbage Patch is \_\_\_\_\_.
- A. the only garbage patch  
 B. one of four patches  
 C. the only one with jumbo jets  
☒ D. one of five patches

9ER3 Part 1 Q.7

**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 illustrate students' work with 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



## Story – The Day Aliens Landed in Hong Kong (9EW1) - Student Exemplar 4

Title   
providedThe Day of Alien Invasion

"Breaking news! Several unidentified flying objects have been discovered around Hong Kong. They are believed to be alien spaceships, [with oval-shaped hull.] The military forces are standing by, awaiting the command to destroy any UFOs — No, no! Help! Somebody help me!"

Interesting opening paragraph

As I walked out of the bathroom, I could hardly believe the images flashing on my television. I stared at the monitor [for a couple minutes] watching missiles flying over the screen. Suddenly, [an earthquake stroke] The entire building was shaking violently. I peeked outside the window and I cannot believe what I saw. A gigantic spacecraft — no, the mothership of the aliens landed right in the center of Victoria Harbour. The famous IFC shattered into pieces in just a fraction of a second. As the reporter's body was lying hopelessly in front of the camera, [I fled from home.]

As soon as I reached the street, I realised the electro-magnetic shield of the alien mothership had disabled all ground vehicles. Luckily, I brought a bicycle with me and I [paddled] as fast as I could.

"Fled to the New Territories immediately! The military forces are going to launch a [suicidal attack]!" The broadcast was so loud and clear that I remember it up to this day.

After one hour, the sky turned white. Hearing a huge explosion was all I could recall before I fainted. I woke up in the hospital. "This is what happens when you stand too close to a nuclear missile," said the doctor.

2 year has passed, yet this horror still remains in my heart.

Short   
conclusion

**Annotation - Student Exemplar 4**

This is a good piece of writing that has an appropriate title – *The Day of Alien Invasion* ⇒ *The Day of The Alien Invasion* and an effective opening paragraph that arouses the readers' interest with the use of dialogue.



It also has an extremely short (one sentence) but effective conclusion with some minor errors – *2 year has passed, yet this horror still remains in my heart.* instead of *Two years have passed, yet this horror still remains in my heart.*



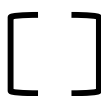
The story is described in detail with the beginning being the news broadcast on the television. The story segues excellently from there into where the writer is and what he/she is experiencing. It continues with various experiences until the conclusion sums up the writer's emotions about the events.



The writer has provided a complete story plot and the use of dialogue has added depth and interest to the story.



Ideas are generally expressed clearly and effectively with elaboration.



Some minor mistakes in expression – *with oval shaped hull* instead of *with an oval shaped hull*, *for a couple minutes* instead of *for a couple of minutes*, *an earthquake stroke* instead of *an earthquake struck*, *I fled from home* instead of *I fled from my home*, *paddled* instead of *peddled*, *suicidal attack* instead of *a suicide attack*



Good and appropriate use of expressions/vocabulary – *command*, *destroy*, *shaking violently*, *peeked*, *electro-magnetic shield*, *disabled all ground vehicles*, *broadcast*, *huge explosion*, *nuclear missile*



Some errors in tenses – *cannot* instead of *couldn't*, *has* instead of *had*, *fled* instead of *flee*

**Email – How Big Brother/Sister Scheme Members can help junior form students (9EW2) - Student Exemplar 5**

TO: **bigbrothers&sisters@skfgr.edu.hk**  
 SUBJECT: **Problems the junior form students are having and what we can do**  
 SEND

Dear members of the Big Brother / Sister Scheme

The bad behaviour and negative attitude of some of the junior form students is worrying. We must help them to change the bad behaviour and negative attitude before everything is too late. There are some information and suggestions for what the students have been doing.

Firstly, some junior form students are cheating in the test or exam. Last Friday was the last day of the mid-year exam and fifteen junior form students from different classes were found that they were cheating in the exam. This is a serious situation because this shows that their behaviour and attitude are worse. It is clear that we must help them to change their bad behaviour and attitude. I think the Big Brother / Sister Scheme can open a study class for the junior students so they can learn a lot from the class and their studies will be improved. Then, they don't need to cheat in the exam as they know how to do the exam papers.

Secondly, some junior form students are stealing in the shop. Our Principal are very worried about the behaviour of the students stealing in the shop. Last month, two junior form students were caught because of stealing. They stole jewellery in the jewellery shop near our school. The staff of the shop were angry with the two students. He had asked our school to give the two students harsh punishment. To change the behaviour of the students, we can find the students and talk to them. We can teach them to behave well and stop stealing.

Thirdly, many junior form students are fighting at school. Some students even get hurts and they need to send to the hospital. This is very horrible. Therefore, we should stop them. We should ask the teachers help us to stop the students if they are fighting. Next, we can ask the students why they are fighting and listen to them and give them some advice to solve problems instead of fighting.

Some students always surfing the net during the exam period. This make their exam results bad because they don't study for the exam. As I have mentioned, we can open a study class for the students so they can learn in the class so their exam results will not affect if they surf the web at home.

Also some students go to the computer room without permission. I think we can hold a talk for the junior form students and tell them that they should have the permission before going to the computer room.

I hope my advice can deal with the problems.

Yours sincerely,

Takka Ho

Suitable introduction

Short but suitable conclusion to the email

G

1

2

3

4

5

C

**Annotation - Student Exemplar 5**

↔ An appropriate greeting and close are provided – *Dear members of the Big Brother/Sister Scheme* and *Yours sincerely Jackie Ho*.

I The writer has provided an introduction which outlines the reason for writing the email.

C The conclusion is short but appropriate.  
The purpose of writing is clear.

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

2 The writer uses the picture prompts as a basis but explains the situation in detail and then provides a suggestion on how to improve the situation or bad attitude/behaviour (Picture 1 – cheating). Students are cheating – the situation is provided with the number of students who were caught and where and when. A solution is suggested – a study class for students.

3

4

5 The writer also introduces some of his/her own information about students going to the computer room without permission.

↔ Accurate use of signposting words to connect paragraphs – *Firstly, Secondly, Thirdly, Next, Also*

[ ] Some errors in expression have been made but these do not affect meaning or understanding — *can open a study class* instead of *can run a study class*, *the staff of the shop* instead of *the staff member(s) of the/at the shop*, *some advices* instead of *some advice*, *I hope my advice can deal with the problems* instead of *I hope that my advice can help deal with/address the problems*

↔ Errors in subject/verb agreement – *Here are some information* instead of *Here is some information*, *our Principal are very worried* instead of *our Principal is very worried*, *the staff of the shop were* instead of *the staff member of the shop was*

**Blog entry – Things to See and Do In Hong Kong (9EW3) - Student Exemplar 6**

Title provided

Travelling to Hong Kong

Relevant introduction

Hong Kong is a tiny city and has a massive population of 7 million people! Residents tourists – everyone has to squeeze through crowds, which I believe you haven't experienced. In this blog, I will talk about where to go and why you should do it.

Getting around

1

If you have ideas on where to go, you have to know how to go. The Mass Transit Railway (MTR) is famous worldwide for its high level of reliability. Millions of people travel by MTR in Hong Kong. Directions to MTR stations are all over the city – that's why you don't have to be afraid of being lost. What's more, MTR's system map can be found in every car of every train. You'll definitely know how to get to your destination. Franchised buses are also another choice for transportation.

Places to go

2

Hong Kong's wet markets are definitely something new to you foreigners. Vendors shout out to attract customers. And as its name goes – yes, they are always wet. You can get your groceries, or sometimes your necessities there. These wet markets are all over Hong Kong – you may ask a passer-by for directions to the nearest wet market.

3

Flea markets are another new thing to you guys. You can literally get everything there – probably an antique – for great prices! The Ap Lei Street Flea Market is a great choice.

Famous attractions

4

The clock tower is definitely a great place to go. It is historical – almost 100 years old! It was built with the Tsim Sha Tsui train terminus for the Kowloon-Canton Railway back then. Now it's become a bus terminus, so it's quite convenient. Thousands of visitors visit the building per day. You can get there by taking the MTR to East Tsim Sha Tsui station or Tsim Sha Tsui Station, and directions to the Clock Tower will be there for you.

5

The Star Ferry Pier is right next to the Clock Tower. It was built decades ago, and to this day it still serves passengers who wish to travel to Hong Kong Island by ferry. This mode of transportation is liked by many, as from early there won't be traffic congestion, and it's cheap to travel by ferry. As the ferry crosses the harbour, you can feel wind blowing, which is a great delight.

Things to do

6

Having meals at a Chinese restaurant may seem fancy, since rumours state that it can be expensive. However, you can experience a Chinese tradition firsthand by eating at these restaurants. People usually go for "dim sum", which means "touch the heart" in Chinese. "Dim sum" are small dishes. Try them once, and you'll love them, but tasty Chinese. You also drink a lot of tea there.

7

People love those trams on Hong Kong Island too, no matter residents or non-locals. They go slowly within the busy main roads in the city, and it really creates a contrast. They have run on Hong Kong Island for almost a century now, surviving strongly the changes the city has had. You can get to the other end of the island just for less than five dollars!

And that concludes my advice for potential Hong Kong tourists! I hope this guide helps your trip.

Appropriate conclusion



**Annotation - Student Exemplar 6**

Appropriate title – *Travelling to Hong Kong*



An introduction that sets the scene and start of the blog post has been provided.



Appropriate conclusion



The writer has added headings which help to define the different sections e.g. *Getting Around, Places To Go, Famous attractions, Things to do* and this is appropriate for a blog post.

**1-7**

The writer has written a very informative travel blog, suggesting many different places and activities for tourists to see and do. The piece is well thought out and organised into clear descriptive and informative sections/paragraphs by using some of the information provided in the picture prompts and also students' own ideas.



Good range and use of topic specific vocabulary and expressions – *that concludes my advice for potential Hong Kong tourists, high level of reliability, vendors, franchised buses, it's quite convenient, to this day it still serves passengers, traffic congestion, it really creates a contrast*



There are some minor errors in expression but they do not affect meaning—*don't have to be afraid of being lost* instead of *don't have to be afraid of getting lost, you foreigners* instead of *foreigners, to you guys* – this language wouldn't be used in a blog post as the tone is quite informal and not appropriate for the piece.

## Secondary 3 Speaking

### *Individual Presentation*

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 Interaction*

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 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.
- Students were also able to work out the sequence of events.
- 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 in different text types.
- Many students could interpret the meaning of unfamiliar words and expressions using contextual clues/provided meanings and examples.
- Many students were able to understand the connection between ideas and also locate information to support or connect ideas.
- Many students were able to work out simple rhymes when reading a poem.
- Most students understood simple texts with familiar topics.

### **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.



- Although students could write well-organised paragraphs, few could elaborate in great detail on the topic and generally based their writing on the prompts/pictures provided. Many students simply described the information in the prompts/pictures, rather than use the information as a starting point to write a story, email or blog post, to which they added their own information. (Student Exemplar 1 – Story – The Day Aliens Landed in Hong Kong, Student Exemplar 2 – Email – How Big Brother/Sister Scheme Members can help junior form students and Student Exemplar 3 – Blog entry – Things to See and Do In Hong Kong)
- When writing the story, students generally used simple vocabulary and language patterns. 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 in their stories. (Student Exemplar 1 – Story – The Day Aliens Landed in Hong Kong)
- Students, in many instances, misused common words and expressions. They also misspelled common words and it was evident that proofreading was not done. It was also evident that some students were hindered by their inability to use simple tenses as well as the singular or plural nouns correctly and appropriately. (Student Exemplars 1, 2 and 3)
- 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 – Story – The Day Aliens Landed in Hong Kong and Student Exemplar 5 – Email – How Big Brother/Sister Scheme Members can help junior form students and Student Exemplar 6 – Blog entry – Things to See and Do In Hong Kong)

## 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 prompts given and could not elaborate their ideas.

- Some students were unfamiliar with some key words and made errors in their pronunciation, for example, ‘change’, ‘climate’, ‘raffle’, ‘raise’, ‘skyscrapers’, ‘overcrowded’, ‘range’, ‘living’, ‘pets’, ‘facilities’, ‘affect’, ‘social’, and ‘tablets’.
- Some weaker students read directly from their notes and did not interact 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 with simple turn-taking strategies. 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 interactions. They were also unable to provide supporting details, evidencing limited interaction and communication strategies or knowledge of how to continue. Students also used ‘I agree/I agree with you’ but failed to add any explanation of why they agreed with what had been said – again evidence of limited understanding of/ability to use 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 Secondary 3 Student Performances in English Language in 2017-2019***

The percentage of S.3 students achieving Basic Competency in the last three years is provided in Table 7.29. Table 7.30 summarises an overview of Student Performances 2017-2019.

**Table 7.29 Percentages of S.3 Students Achieving English Language Basic Competency in 2017-2019**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2017	69.7
2018	69.8
2019	69.5

Table 7.30 Overview of S.3 Student Performances in English Language in 2017-2019

Reading Strengths	Year	2017	2018	2019	Remarks
		<ul style="list-style-type: none"> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to work out sequences of events.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students were able to analyze and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Students were also able to predict what would come next given the information that had been provided.</li> </ul>	<ul style="list-style-type: none"> <li>Many students could understand language features and correctly identify the various rhymes in the poem.</li> <li>Many students were able to connect ideas and work out inferences.</li> <li>Many students were able to work out sequences of events.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students were able to analyze and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Students were also able to predict what would come next given the information that had been provided.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were able to work out sequences of events.</li> <li>Many students could understand language features and correctly identify the simple rhymes in the poem.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students were able to analyze and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Many students were also able to predict what would come next given the information that had been provided.</li> </ul>	<ul style="list-style-type: none"> <li>Performance in the poem section indicates that students are familiar with and able to identify some features of a poem.</li> <li>Students are able to locate general and specific information in texts of familiar topics; however, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in locating general and specific information and also working out contexts and connecting ideas.</li> <li>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 or what words indicate particular moods.</li> <li>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</li> </ul>
<b>Weaknesses</b>		<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas despite picture prompts/titles and other information being provided.</li> <li>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.</li> <li>Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to infer the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to infer the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to infer the meaning of unfamiliar words</li> </ul>	

	<p>the information in isolation and had not thought to go beyond what was provided in the task.</p> <ul style="list-style-type: none"> <li>Students had difficulty locating information in a simple chart.</li> </ul>	<p>information based on the clues provided.</p> <ul style="list-style-type: none"> <li>Students tended to see information in isolation and found it difficult in some instances to connect ideas.</li> </ul>	<p>and expressions as well as some contextual clues.</p>	<p>idea of a piece and also be able to make predictions or inferences, i.e. what the next part of the text might be about, what would happen next, or what the actions of a person might be given the situation described, or what the provided information means.</p>
--	---	--	--	--

Year	2017	2018	2019	Remarks
<b>Writing Strengths</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>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 anniversary celebrations. They were able to use their personal experience and provide detailed information about the various activities that were held.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose when writing about a familiar topic – the problems of students at school and things to see and do in Hong Kong. They were able to use their personal experience and provide detailed information about the things that could be done for students, like supplementary classes, talks to the students and meetings with parents.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspelling of words which can affect meaning.</li> <li>Students should try to expand on the prompts provided and include their own ideas and opinions.</li> <li>Lack of a broad range of 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.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>An increasing number of students wrote off topic scripts and in a</li> </ul>	<ul style="list-style-type: none"> <li>A lack of topic specific vocabulary hindered some students from</li> </ul>	<ul style="list-style-type: none"> <li>Despite picture prompts being provided, students lacked the</li> </ul>	

	<p>majority of cases the content was highly inappropriate, as was the language used.</p> <ul style="list-style-type: none"> <li>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.</li> <li>A lack of topic specific vocabulary meant that students were not able to explain their toy/game in great detail.</li> <li>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.</li> </ul>	<p>expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided.</p> <ul style="list-style-type: none"> <li>A lack of imagination also hindered students from writing imaginative stories or describing events and expressing their ideas.</li> <li>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 mystery story more interesting.</li> </ul>	<p>imagination to combine the pictures together to form a coherent story. Often the story was more of a retelling of a single picture prompt or a series of picture prompts. Adding dialogue would have helped make the story about aliens landing in Hong Kong much more interesting. Not many students added dialogue to their stories.</p> <ul style="list-style-type: none"> <li>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. This was particularly evident in the story about aliens landing in Hong Kong.</li> </ul>	<p>writing.</p> <ul style="list-style-type: none"> <li>Imaginative writing/story writing was not a strong point, with many students not being familiar with the genre or its features at all – many students writing the story 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/single picture prompt.</li> </ul>
--	--	---	---	--

Listening Strengths	Year			Remarks
	2017	2018	2019	
	<ul style="list-style-type: none"> <li>The majority of the students could correctly identify the tone of an individuals' comment.</li> <li>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.</li> <li>Many students were adept at identifying cohesive devices used to connect ideas. A considerable</li> </ul>	<ul style="list-style-type: none"> <li>Many students could correctly identify the tone of an individuals' comment.</li> <li>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.</li> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> </ul>	<ul style="list-style-type: none"> <li>Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify simple rhymes.</li> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>Students could correctly identify the tone of an individuals' comment.</li> <li>Many students were adept at identifying cohesive devices used</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading was an issue in the notes section about school lunchboxes, resulting in the misspelling of simple words, some numbers and topic specific vocabulary. This indicates that students would benefit from revision of simple foundation level and topic based spelling and vocabulary. They would</li> </ul>

	<p>number of students could interpret and evaluate information in dialogues using discourse markers.</p> <ul style="list-style-type: none"> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were adept at identifying the main idea of a conversation – Police Interview.</li> </ul>	<p>to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers.</p> <ul style="list-style-type: none"> <li>Many students were able to work out the meaning of an unfamiliar word from a text on a familiar topic– Christmas party.</li> </ul>	<p>also benefit from exposure to and development of a wider range of topic - based vocabulary.</p> <ul style="list-style-type: none"> <li>While students were generally able to work out the meaning of unfamiliar words/expressions, there were some expressions that students achieving basic competency found it difficult to work out. This indicates that students need wider exposure to more colloquial, everyday spoken English.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary or write down numbers associated with the Hong Kong Comic Convention in the poster section of the new ECAs.</li> <li>Students found it difficult to work out unfamiliar words/expressions given the information provided.</li> <li>Students found it difficult to identify the main idea of some dialogues – TV Entertainment Report and Poem.</li> </ul>	<ul style="list-style-type: none"> <li>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 OLE activity.</li> <li>Many students found it difficult to identify the main idea of a conversation – School Lunchboxes or identify another appropriate title for the poem.</li> <li>Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about school lunchboxes.</li> </ul>	

Speaking	Year	2017	2018	2019	Remarks
<b>Strengths</b>		<ul style="list-style-type: none"> <li>Students were generally capable of expressing comprehensible ideas.</li> <li>In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li> <li>In “Group Interaction”, most students generally interacted well</li> </ul>	<ul style="list-style-type: none"> <li>Generally students were able to express their ideas in a comprehensible manner.</li> <li>In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li> <li>In “Group Interaction”, most</li> </ul>	<ul style="list-style-type: none"> <li>Most students were able to express their ideas in a comprehensible manner.</li> <li>In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li> <li>In “Group Interaction”, most</li> </ul>	<ul style="list-style-type: none"> <li>Students were expected to express relevant ideas using simple language patterns and vocabulary.</li> <li>Students were generally able to use limited formulaic expressions to facilitate their conversation.</li> <li>Students are</li> </ul>



	<p>and they were able to express themselves and respond to ideas that were relevant to the topics.</p> <ul style="list-style-type: none"><li>• Most students were able to sustain the discussion.</li><li>• Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”.</li></ul>	<p>students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics.</p> <ul style="list-style-type: none"><li>• Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”.</li></ul>	<p>students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics.</p> <ul style="list-style-type: none"><li>• Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”.</li></ul>	<p>recommended to further elaborate their ideas and provide adequate supporting details in the presentation or discussion and to try to go beyond the prompts and ideas provided. Many students failed to elaborate after saying “I agree” or “I disagree”, limiting the conversation.</p> <ul style="list-style-type: none"><li>• Teachers can focus on training students on the strategies for oral communication so that students would be able to show appropriate awareness of audience instead of looking down at their paper. Students should be able to use appropriate and varied formulaic expressions or turn-taking strategies to maintain interaction.</li><li>• Students should be familiar with a wide range of formulaic expressions but be careful not to overuse them.</li><li>• 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</li></ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"><li>• Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li><li>• In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas.</li><li>• 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.</li><li>• Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li></ul>	<ul style="list-style-type: none"><li>• In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas.</li><li>• 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.</li><li>• Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li><li>• Some students also failed to elaborate after saying “I agree” or “I disagree”.</li><li>• Students lacked the knowledge to work out the pronunciation of unfamiliar words, which affected their presentation.</li></ul>	<ul style="list-style-type: none"><li>• Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li><li>• In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas.</li><li>• 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.</li><li>• Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li></ul>	



## Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2019

The percentages of P.3, P.6 and S.3 students achieving Basic Competency from 2006 to 2019 are as follows:

**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	2018	2019
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 <sup>Δ</sup>	81.1 <sup>∇</sup>	80.8 <sup>□</sup>	79.8 <sup>□</sup>
P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^	72.3	^	72.8
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	69.8	69.5

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

^ As participation in the P.6 TSA has been on a voluntary basis in even-numbered years since 2012, not all P.6 TSA 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.

□ Starting from 2018, the P.3 TSA is conducted on a sampling basis. The BC attainment rates are inferred from the sample of all students participating in the assessment.

The following table compares Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2019:

Table 7.32 Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2019

Skill \ Level	P.3	P.6	S.3
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. pets) and those related to daily life experiences (e.g. public transport). Contextual clues and pictorial cues were useful to students.</li> <li>Students could understand the connection between ideas linked or contrasted by cohesive devices 'and' and 'but'. They could also understand the connection of ideas in notes.</li> <li>Students could understand the connections of ideas by following pronoun references in diaries and stories.</li> <li>Students were able to predict the meaning of unfamiliar words in stories with contextual clues and pictorial cues.</li> <li>Only the more able students could recognise key words about feelings.</li> <li>Only the more able students could understand the connection of ideas linked by 'and' in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally performed better in tasks where the reading load was light.</li> <li>Students were able to extract specific information from the texts when the key words were explicitly stated.</li> <li>Students were able to understand the connection between ideas by identifying cohesive devices.</li> <li>With the help of pictorial cues, students were capable of sequencing the events of the texts correctly.</li> <li>The majority of students were capable of comprehending the poem on a familiar topic.</li> <li>Some students were still weak in connecting pieces of information from different parts of the story.</li> <li>Some students were not able to find the correct meanings of words by using definition and examples from a dictionary entry. They also had difficulty distinguishing between a noun and a verb.</li> <li>Quite a number of students had difficulty understanding the use of similes and onomatopoeia although the contextual clues were given.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were able to work out sequences of events.</li> <li>Many students could understand language features and correctly identify the simple rhymes in the poem.</li> <li>Many of the students were able to locate and identify general and specific information.</li> <li>Many students were able to analyze and integrate relevant points from one or more than one text as well as locate information in simple charts.</li> <li>Many students were also able to predict what would come next given the information that had been provided.</li> <li>Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided.</li> <li>Students found it difficult to infer information based on the clues provided.</li> <li>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.</li> </ul>

Skill Level	P.3	P.6	S.3
<b>Writing</b>	<ul style="list-style-type: none"> <li>In the writing task 'David's Dog', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>In 'Things I Do After School', students were generally able to respond to the questions with brief but relevant ideas.</li> <li>Students were able to use cohesive devices (e.g. 'and', 'because') to link ideas.</li> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still common in students' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students performed slightly better in a narrative than a personal description of writing.</li> <li>Most students were able to write about 80 words based on the prompts provided.</li> <li>Many students were able to give elaboration on the prompts provided.</li> <li>Most students could use simple cohesive devices to make their writing more coherent.</li> <li>Many students had problems in grammar, spelling and sentence structures. Simple past tense was not used consistently to describe past events.</li> <li>A few students just copied the rubric and question prompts of the task 'Jason's Wish'.</li> <li>Some students failed to read the rubric carefully and misinterpreted the task requirements for 'My Favourite Place'.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could communicate ideas, information and opinions appropriate to the context and purpose when writing about a familiar topic – the problems of students at school and things to see and do in Hong Kong. They were able to use their personal experience and provide detailed information about the things that could be done for students, like supplementary classes, talks to the students and meetings with parents.</li> <li>Many students could write well-organised paragraphs with coherent links.</li> <li>In most cases students were able to provide some details to support main ideas.</li> <li>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 a single picture prompt or a series of picture prompts. Adding dialogue would have helped make the story about aliens landing in Hong Kong much more interesting. Not many students added dialogue to their stories.</li> <li>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. This was particularly evident in the story about aliens landing in Hong Kong.</li> </ul>

Skill / Level	P.3	P.6	S.3
<b>Listening</b>	<ul style="list-style-type: none"> <li>Students could identify key words related to daily life experiences (e.g. toys) and those on familiar topics (e.g. places) with the help of verbal and pictorial cues.</li> <li>Students were able to understand the connection of ideas using cohesive devices such as 'and' and 'but'. They could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students were able to discriminate words with a small range of consonant sounds (e.g. 'Tam' from 'Kam', 'Lam' and 'Yam').</li> <li>Students could understand basic differences in intonation when the speakers were happy, surprised and worried.</li> <li>Students with good performance could distinguish a small range of vowel sounds (e.g. 'Fan' from 'Fin', 'Fon' and 'Fun').</li> </ul>	<ul style="list-style-type: none"> <li>The listening performance of students on tasks of familiar topics was generally good.</li> <li>Most students performed satisfactorily in skills like extracting straightforward information, understanding the connection between ideas by identifying cohesive devices and interpreting intonation presented with explicit expression.</li> <li>Students' performance in listening longer tasks on familiar topics, e.g. 'Story of Jeans' and 'A Healthy Life' was on the whole better than that in some of the shorter tasks, e.g. 'News and Weather Reports' and 'Things to Do on the Internet' (as personal description).</li> <li>Some students had difficulty in identifying main ideas involving multiple pieces of information in a spoken text.</li> <li>Some students had more difficulty in sequencing events in longer listening tasks than that in shorter ones.</li> <li>In the note-taking task, some students were not able to distinguish between '6', '60' and '16' in street references.</li> </ul>	<ul style="list-style-type: none"> <li>Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify simple rhymes.</li> <li>Many students could extract specific information from simple, clear and slower spoken texts.</li> <li>Students could correctly identify the tone of an individuals' comment.</li> <li>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.</li> <li>Many students were able to work out the meaning of an unfamiliar word from a text on a familiar topic – Christmas party.</li> <li>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 OLE activity.</li> <li>Many students found it difficult to identify the main idea of a conversation – School Lunchboxes or identify another appropriate title for the poem.</li> <li>Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about school lunchboxes.</li> </ul>

Skill Level	P.3	P.6	S.3
<b>Speaking</b>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation.</li> <li>For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions.</li> <li>In 'Picture Description', students were able to provide relevant responses based on the pictures. They were able to answer questions despite a few mistakes in pronunciation.</li> <li>For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. flowers) and they mispronounced some words (e.g. nice, classmates). Some students were relatively weak in pausing and intonation.</li> <li>For 'Expression of Personal Experiences', some students were hesitant in responding to Wh-questions (e.g. 'What do you do at school?').</li> <li>In 'Picture Description', some students did not have the vocabulary to describe actions.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were able to read the texts aloud clearly.</li> <li>More than half of the students provided relevant answers to most of the questions. Some could even provide additional details on familiar topics.</li> <li>Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes.</li> <li>In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story.</li> <li>Some students dropped end consonants in words.</li> <li>Some students found the topic 'Going Hiking' (6ES11) difficult because they lacked experiences in doing the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Most students were able to express their ideas in a comprehensible manner.</li> <li>In "Individual Presentation", many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary.</li> <li>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.</li> <li>Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you".</li> <li>Students lacked the knowledge to work out the pronunciation of unfamiliar words.</li> <li>In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas.</li> <li>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.</li> <li>Many students responded mechanically or unnaturally to others and some also lacked communication strategies.</li> </ul>