

Results of Secondary 3 English Language in Territory-wide System Assessment 2023

The percentage of S.3 students achieving English Language Basic Competency in 2023 is 67.8%.

Secondary 3 Assessment Design

Assessment tasks for 2023 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 consisted of three sub-papers for Listening, Reading and Writing, comprising a total of 129 items and 138 score points. Some items appeared in different Listening and Reading sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 35 minutes, Reading sub-paper was 35 minutes and Writing sub-paper was 40 minutes. The 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 7.11a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the S.3 sub-papers is provided in Table 7.11b.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written 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 7.11b Composition of S.3 Sub-papers

Written Assessment				Speaking Assessment		
Basic Competency	No. of Items (Score Points)			Basic Competency	No. of Items (Score Points)	
Listening L5-L-2-S3BC (listening strategies) L5-L-1-S3BC (language features)	9EL1	9EL2	9EL3	L5-S-3-S3BC (ideas)	9ESP1 – 9ESP8 Individual Presentation	9ESG1 – 9ESG8 Group Interaction
	31(31)	29(29)	29(29)		8(4)	8(4)
Reading L6-R-1-S3BC (reading strategies) L6-R-2-S3BC (extracting and organizing information) L5-R-3-S3BC (language features) L5-R-4-S3BC (reference skills)	9ER1	9ER2	9ER3	L6-S-6-S3BC (organisation)	8(4)	0
	31(31)	27(27)	24(24)	L5-S-4-S3BC (vocabulary & language patterns)	8(4)	0
	1(1)	4(4)	4(4)	L5-S-2-S3BC (pronunciation & delivery)	8(4)	0
	3(3)	0	3(3)	L6-S-5-S3BC (strategies for oral communication)	8(2)	8(2)
	1(1)	5(5)	5(5)			
Writing L6-W-1-S3BC (content) L6-W-2-S3BC (language) L6-W-3-S3BC (organization) L5-W-5-S3BC (features)	9EW1	9EW2	9EW3			
	1(4)	1(4)	1(4)			
	1(4)	1(4)	1(4)			
	1(2)	1(2)	1(2)			
	1(2)	1(2)	1(2)			

Secondary 3 Listening Items

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

Table 7.12 S.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L5-L-1-S3BC	Understanding the use of a range of language features in simple literary / imaginative spoken texts	2
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	52
TOTAL		54

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L5-L-2-S3BC	Conversation – <i>Organising the End of Year Concert</i> 9EL1 – Part 1 9EL3 – Part 1	Multiple choice Short Answer	8(8) 7(7)
L5-L-2-S3BC	Recording – <i>Stressbusting</i> 9EL1 – Part 2 9EL3 – Part 2	Multiple choice	8(8)
L5-L-2-S3BC	Discussion – <i>World Records Day</i> 9EL1 – Part 3 9EL2 – Part 2	Multiple choice	8(8)
L5-L-2-S3BC	Information Session – <i>Tours and Trips Information</i> 9EL2 – Part 1	Multiple choice	15(15)
L5-L-1-S3BC L5-L-2-S3BC	Poem – <i>My Mother Said To Clean My Room</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 7.14 and 7.15.

Table 7.14 S.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L6-R-1-S3BC	Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity	56
L6-R-2-S3BC	Extracting and organizing information and ideas from texts with some degree of complexity	6
L5-R-3-S3BC	Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts	3
L5-R-4-S3BC	Applying a range of reference skills for various purposes with the help of cues	7
TOTAL		72

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L6-R-1-S3BC L6-R-2-S3BC	Article – <i>Jobs Advertisement</i> <i>9ER1 – Part 1</i> <i>9ER2 – Part 1</i>	Multiple choice	12(12)
L6-R-1-S3BC L5-R-3-S3BC	Poem – <i>A Sweet Story</i> <i>9ER1 – Part 2</i> <i>9ER3 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC L5-R-4-S3BC	Information Leaflet – <i>Extreme Sports</i> <i>9ER1 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Fact Sheet – <i>The Chicken Dance</i> <i>9ER2 – Part 2</i>	Multiple choice	8(8)
L6-R-1-S3BC L6-R-2-S3BC L5-R-4-S3BC	Leaflet and Map – <i>Annual School Marathon</i> <i>9ER2 – Part 3</i> <i>9ER3 – Part 3</i>	Multiple choice	16(16)
L6-R-1-S3BC L5-R-4-S3BC L6-R-2-S3BC	Newspaper Article – <i>Student Stress</i> <i>9ER3 – Part 1</i>	Multiple choice	12(12)

Secondary 3 Writing Tasks

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

Table 7.16 S.3 Writing: Distribution of Items

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

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

Basic Competency	Item Description	No. of Items (Score Points)
L6-W-1-S3BC L6-W-2-S3BC	Email – <i>Interschool Activities</i> <i>9EW1</i>	1(12)
L6-W-3-S3BC L5-W-5-S3BC	Article – <i>What Happened at a Recent School Event</i> <i>9EW2</i>	1(12)
	Story – <i>How I Met My Favourite Actor/Singer/Star</i> <i>9EW3</i>	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 16 sub-papers altogether: two sub-papers each for the Individual Presentation and Group Interaction, used in morning and afternoon sessions that took place over two assessment days. Descriptions of the speaking tasks are provided in Table 7.18.

Table 7.18 S.3 Speaking: Distribution of Tasks

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

Performance of Secondary 3 Students Achieving Basic Competency in 2023

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
Organising the End of Year Concert	Conversation
Stressbusting	Recording
World Records Day	Discussion
Tours and Trips Information Session	Information Session
My Mother Said To Clean My Room	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
- extract specific information, comprehend main ideas and use cohesive devices and discourse markers to understand the connections between ideas
- work out the correct sequence of events and the meaning of unfamiliar words/expressions with the help of contextual clues
- predict the development of the topic
- understand intonation when dialogues were delivered clearly and in generally familiar accents
- identify rhymes

Task Name: Organising the End of Year Concert (Conversation)

Task Content: The students are discussing and selecting acts for the end of year concert.

Extracting specific information

- Many students were able to work out the types of songs that the girls sang, when they heard Ben say '*They sang heavy rock songs.*'

5. Kelly and the other Form 5 girls in the band sang _____ songs.
- A. older
 B. made-up
 C. rock
 D. crazy

9EL1/3 Part 1 Q.5

Task Name: Stressbusting (Recording)

Task Content: Students have to think about what to include in a new programme called Stress Free and are listening to a recording of students and their teacher talking about different ways to relax.

Predicting the likely development of the topic

- Many students were able to predict what the panel would continue to talk about after listening to the students and teacher talking.
 8. The panel will most likely continue to talk about _____
 - A. how John can play football
 - B. what John can say to his parents
 - C. how John can relax and improve his grades
 - D. why John continues to sit in his room all day

9EL1/3 Part 2 Q.8

Task Name: World Records Day (Discussion)

Task Content: Students are deciding on some activities for World Records Day.

Understanding the connection between ideas with the help of discourse markers

- Many students were able to work out how the committee could get the numbers to try to break the record when they heard Miss Choi and May talking.

Miss Choi – Discipline Teacher: ‘...I know how we can get enough people to help us try to break that record!’

May – Student: ‘How, Miss Choi?’

Miss Choi – Discipline Teacher: ‘We ask our alumni to help. They can come and dress up as well. That will increase the numbers.’

8. To get the numbers so they can try to break the record, they will _____
 - A. ask the school librarian
 - B. ask the teachers and staff for help
 - C. ask the alumni for help
 - D. visit the school in Singapore

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

Task Name: Tours and Trips Information Session (Information Session).

Task Content: The students are listening to an information session about overseas tours and trips.

Deducing the meaning of unfamiliar words and expressions

- Many students were able to correctly identify the meaning of ‘porter’ after hearing Tommy ask a question about porters and Tracey Choi explain what porters did.

Tommy – member of Study Tours and Trips Group: ‘*What are porters Ms. Choi?*’

Tracey Choi – Rep from Trek The World: ‘*Tommy, porters are people paid to carry things like bags, equipment and food. Our porters are experienced at carrying supplies and equipment.*’

12. According to what Tracey Choi says, a porter is a _____.
- A. special type of beer
 - B. person in charge of the entrance to a building
 - C. person paid to carry supplies for other people
 - D. person who helps people on a train

9EL2 Part 1 Q.12

Task Name: My Mother Said To Clean My Room (Poem)

Task Content: The poem is about a child being told to clean her room and then what happens.

Identifying rhymes

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

Stanza 1

*My mother said to clean my room,
and so I went and found the broom.
I also got a cleaning rag,
and, for my trash, a garbage bag.*

Stanza One

1. In the first stanza, ‘room’ rhymes with ____
- A. cleaning
 - B. broom
 - C. mother
 - D. trash

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
Strange But Interesting Jobs	Online Article
A Sweet Story	Poem
Extreme Sports	Information Leaflet
The Chicken Dance	Fact Sheet
Annual School Marathon	Leaflet and Map
Student Stress	Newspaper Article

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 an online news article, a poem, an information leaflet, a fact sheet, a leaflet, a map and a newspaper article
- locate information in a report extract and a fact sheet
- identify rhymes and main ideas
- locate information in simple charts
- work out the meaning of unfamiliar expressions and words
- identify connections between supporting ideas and main ideas
- use contextual clues
- analyze and integrate relevant points from one or more than one text
- use dictionary skills

Task Name: Strange But Interesting Jobs (Online Article)

Task Content: The task is about strange jobs and their requirements.

Analyzing and integrating relevant points from one or more than one text

- Many students were able to work out the jobs that earned the least and most amounts of money.

Article

STRANGE BUT INTERESTING JOBS www.strangejobs.com.hk

Want a different but interesting job? What about a job that's exciting and dangerous, or one that not many people can or would like to do? If you're interested,


We Want You!

to fill our latest job vacancies. Go to www.strangejobs.com.hk, and download the application form. Complete the form, indicating which job(s) you're interested in. Attach a photo and email us the application. We'll then call the applicants for interviews!

1. GOLF BALL DIVER

Salary: HK\$270,000 per year
(\$22,500 per month)

Many people play golf but not many players want to get wet **retrieving** their balls from ponds or lakes. On an average day, a golf ball diver can collect around 4000 balls that golfers have hit into ponds and lakes.





Skills Required:

- ✦ ability to swim
- ✦ ability to dive

2. WATERSLIDE TESTER

Salary: HK\$210,000 per year
(\$17,500 per month)

Not much training is required but you must be able to swim and have **nerves of steel**, and not be scared of anything like heights or fast speeds... A waterslide tester has to rate the slides on how much of a splash they cause and how exciting they are to slide down.

Skills Required:


- ✦ ability to swim
- ✦ **nerves of steel**

STRANGE BUT INTERESTING JOBS www.strangejobs.com.hk

3. PET FOOD TASTER

Salary: HK\$200,100 per year
(\$16,675 per month)

To make sure that pet food meets certain standards like texture, taste and consistency, a taster is required. The taster must also smell and then eat the food to check that the ingredients and flavours are balanced!




Skills Required:

- ✦ ability to eat pet food and not get sick eating it
- ✦ good sense of taste and smell

4. SEWER FLUSHER

Salary: HK\$480,000 per year
(\$40,000 per month)

This job is not pleasant, but as they say somebody has to do it. Sewer flushers get rid of blockages from sewers. Most of the blockages were once just caused by people using cooking fats and oils and then putting them down the drains. These days, increased use of wet wipes is leading to even more blockages. A sewer flusher can clear around 10,000 blockages per year.



Skills Required:

- ✦ ability to work underground
- ✦ ability to ignore bad smells

12. The jobs that earn the least amount of money are the _____ and the _____.
- A. golf ball diver/waterslide tester
 - B. sewer flusher/golf ball diver
 - C. pet food taster/waterslide tester
 - D. sewer flusher/pet food taster

9ER1/2 Part 1 Q.12

Task Name: A Sweet Story (Poem)

Task Content: The poem is about what happens when an alien comes to visit.

Identifying rhymes

- The majority of students were able to read the poem and work out the rhyming words.



He broke down our door
and invaded our house,
exploring for something to eat.
He rummaged through cupboards and foraged through drawers
in search of a snack that was sweet.

Stanza Two

3. The word that rhymes with 'eat' is _____.

- A. sweet
- B. rummaged
- C. search
- D. drawers

9ER1/3 Part 2 Q.3


Task Name: Extreme Sports (Leaflet)

Task Content: The information leaflet is about the extreme sports association and four extreme sports.

Identifying main ideas

- Many students were able to work out the main characteristic of extreme sports.

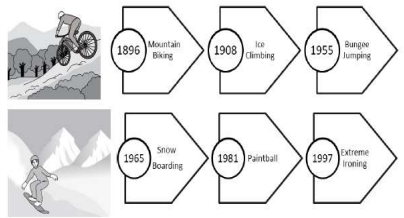
Information Leaflet



EXTREME SPORTS ASSOCIATION


Extreme sports are sports or activities that have a high degree of danger. They involve speed, height, physical effort and very special gear. They should not be attempted alone! The Extreme Sports Association has experts in some of the most famous sports. They are available to talk about the sports and the excitement that comes from doing them! Contact us for more information.
Telephone: +852 4235 6099 Website: www.extremesportsassoc.com.hk

Brief History of Extreme Sports



(1)

PAINTBALL...




players compete in teams or individually. The aim is to get rid of opponents by shooting them with a paint gun. Shooting is called tagging. The bullet used is called a capsule. The paint is a coloured water soluble dye, which makes it easy to wash out with water.

There are worldwide leagues, professional teams and players. Some teams in Hong Kong have professional players. There are also weekend paintball players who do not have much experience but just want to have fun!

ICE CLIMBING...

cannot be done in Hong Kong due to the weather but it is fast becoming a major sport in some areas of China. It involves climbing ice formations with a rope. The climbing in China is done on alpine and water ice.

Alpine ice is found in extremely high, mountainous areas and water ice is usually found on a cliff or waterfall. Alpine ice is easier to climb. Both are dangerous as ice can be soft, hard, brittle or tough.




(2)

EXTREME IRONING...

Imagine a sport that combines a household activity and strange locations, or the climbing of mountains or cliffs!

Extreme ironing is a combination of extreme sport and performance art. People take an ironing board and an iron to a location and then iron items of clothing.




Performances have been held in Hong Kong on the top of the International Building in Central and in the middle of Nathan Road in TST! One performance even occurred in a pool of sharks! Performances can be conducted solo or by groups.

BUNGEE JUMPING...

requires a very tall structure, usually a special platform, building or bridge, and a large elastic cord. People have even jumped from hot air balloons and helicopters.

The thrill is in the freefall and the rebound. People jump and the cord stretches. Then they bounce as the cord rebounds. It is like a yo-yo effect, with the jumper going up and down until he/she stops.

Jumping can be dangerous and some cords have broken, dropping the bungee jumper.



(3)

15. Extreme sports can be _____.

- A. very safe
- B. only for jumpers
- C. for lonely people
- D. very dangerous

9ER1 Part 3 Q.15

Task Name: The Chicken Dance (Fact Sheet)

Task Content: The fact sheet is about the Chicken Dance.


Identifying specific information

- Many students were able to work out how many moves the dance had.

Fact Sheet

THE CHICKEN DANCE

Easy to teach! Easy to learn!

 The Chicken Dance is a well-known drinking and dancing song. It is usually played in the beer halls at a festival called Oktoberfest, which is held yearly in Germany in September and October. It is also played at weddings and other celebrations to get people up and moving.






The Chicken Dance was composed in the 1950's by an accordion player. 140 versions of the song have been recorded worldwide. It is estimated that 40 million records of the song have been sold.

European versions of the song have lyrics, so people can sing along as they dance! British, Canadian, American and Australian versions are instrumental.

A dance goes with the song. It has a total of five moves. This makes it easy for both children and adults to learn quickly.

CHICKEN DANCE – OTHER NAMES	
Language	Name
English	The Bird Song
	Chicken Song
	Chirp Chirp
	Check Out The Chicken
Spanish	El Baile de los Pajaritos
	El Ballo del Qua Qua
German	Der Ententanz
	Tchip Tchip
French	Danse des Canard

Dance Moves

Step	
Step 1 The dancer lifts both hands into the air and opens and closes them four times to imitate a chicken.	
Step 2 The dancer pulls his/her hands into his/her underarms and flaps them four times like a chicken.	
Step 3 The dancer wiggles his/her shoulders and hips (tail feathers) twice.	
Step 4 The dancer claps four times.	
Step 5 The dancer joins with a partner by locking arms, spinning around and changing direction halfway. After Step 5 the dance repeats from the beginning.	

Dance Moves

7. The dance has _____ moves.

- A. 2
- B. 3
- C. 4
- D. 5

9ER2 Part 2 Q.7


Task Name: Annual School Marathon (Leaflet and Map)

Task Content: The leaflet is about the annual school marathon – the traditional and the vertical.

Using contextual clues

- Many students were able to work out what was used during the running of the vertical marathon.

ANNUAL SCHOOL MARATHON INFORMATION



DATE: Friday 10th June, 2024

NEW IN 2024

THE VERTICAL MARATHON

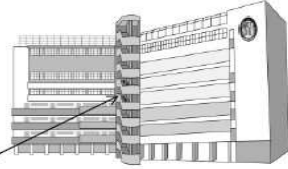
What's a vertical marathon?
A marathon that uses stairs in a building. Runners run up and down the stairs.

Race	Quota – get in before the spots fill up!	Start
Individual	200	1:00 pm
Student Relay	20 teams – 4 from each house	1:45 pm
Fun Climb	250	2:30 pm



Race Route
Individual and Student Relay

1. Run up the left wing stairs
2. Cross to the centre wing, down the stairs
3. Run to the right wing, up the stairs
4. Run back across to the centre wing
5. Down the stairs onto the playground

✦ **Fun Climbers ONLY** use the centre wing stairs



Race	Clothing	Activities
Individual	Sports uniform	None
Student Relay (Teams)	House colours and sports uniform	None
Fun Climb	Costumes	Games & activities on each floor

The Vertical Marathon

6. The vertical marathon uses _____.
- A. the country park
 - B. roads around the school
 - C. stairs in a school building
 - D. the school hall

9ER2/3 Part 3 Q.6

Task Name: Student Stress (Newspaper Article)

Task Content: The newspaper article highlights the increase in student stress and why this is happening.

Using dictionary skills

- Many students were able to work out the meaning of the word ‘stress’ as it was used in the article.

THE DAILY NEWS

www.dailynews.com.hk Hong Kong's Number 1 Newspaper - since 1935 -

Student Stress on the Rise

Several studies carried out recently have found that both primary and secondary students are overloaded with stress. This pressure or worry can have negative effects on students' health and their behaviour. What are the reasons for the stress? Students surveyed said that it was due to worries about academic results, other school-based issues like problems with teachers, interpersonal relationships or family finances. Look at the time students spent studying.

STUDY A: Overall Study Time for Students

Category	Primary 4 - 6	Secondary 1 - 3	Secondary 4 - 6
Normal Schooling Hours	7	7	7
Private Tutorial Lessons	4.9	4.9	4.9
Homework and Revision After School	2.4	3.9	5
Average Study Time	10	12	13

7 hours including lunch and recess
4.9 hours per week/0.7 hours per day

Hours

Primary 4 - 6 Secondary 1 - 3 Secondary 4 - 6

(page 1)

Page 1

1. The meaning that best corresponds to the word 'stress' in the article is _____.

- | | |
|--|--|
| 1. (n) physical pressure that can damage something | 2. (n) pressure or worry caused by problems or having too much to do |
|--|--|

Little is known about the effects of water stress on plants.

The stress of assignments and worksheets is affecting the behaviour of the students.

- | | |
|---|--|
| 3. (n) extra force used when pronouncing a word or syllable | 4. (n) special importance given to something |
|---|--|

We worked on the pronunciation and stress for the speech.

She puts great stress on the students being on time to class.

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

Secondary 3 Writing

Design of the Writing Papers

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

Tasks	Text Types
Interschool Activities	Email
What Happened at a Recent School Event	Article
How I Met My Favourite Actor/Singer/Star	Story

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

Performance of Secondary 3 Students Achieving Basic Competency in Writing Tasks

Students achieving basic competency in writing demonstrated the following characteristics:

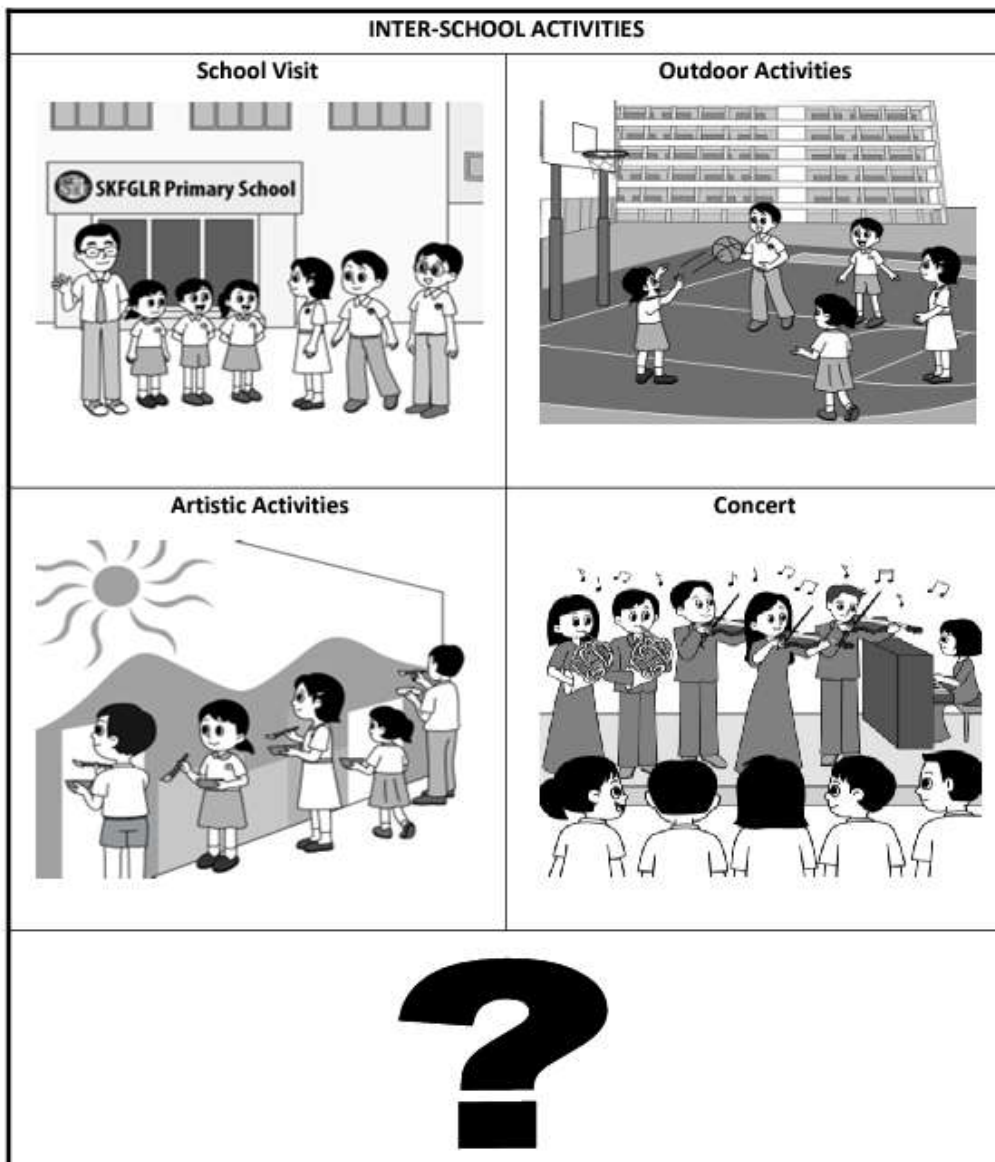
- providing generally relevant and adequate content but with limited ideas and little or no elaboration
- developing paragraphs based on prompts with an attempt to use cohesive devices and sequence ideas appropriately
- using familiar vocabulary and simple language patterns with some degree of appropriacy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

Email – Interschool Activities (9EW1)

In this task, students were asked to write an email about interschool activities. Picture prompts were provided.

The school introduced inter-school activities so that students can get to know each other. You are the Chairperson of the Inter-School Activity Committee. The principal has asked you to provide information about the activities for the annual school report. Write an email about three to four inter-school activities. Include information about what the students did, the advantages and disadvantages of the activities, where/when the activities took place as well as the cost (if any).

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

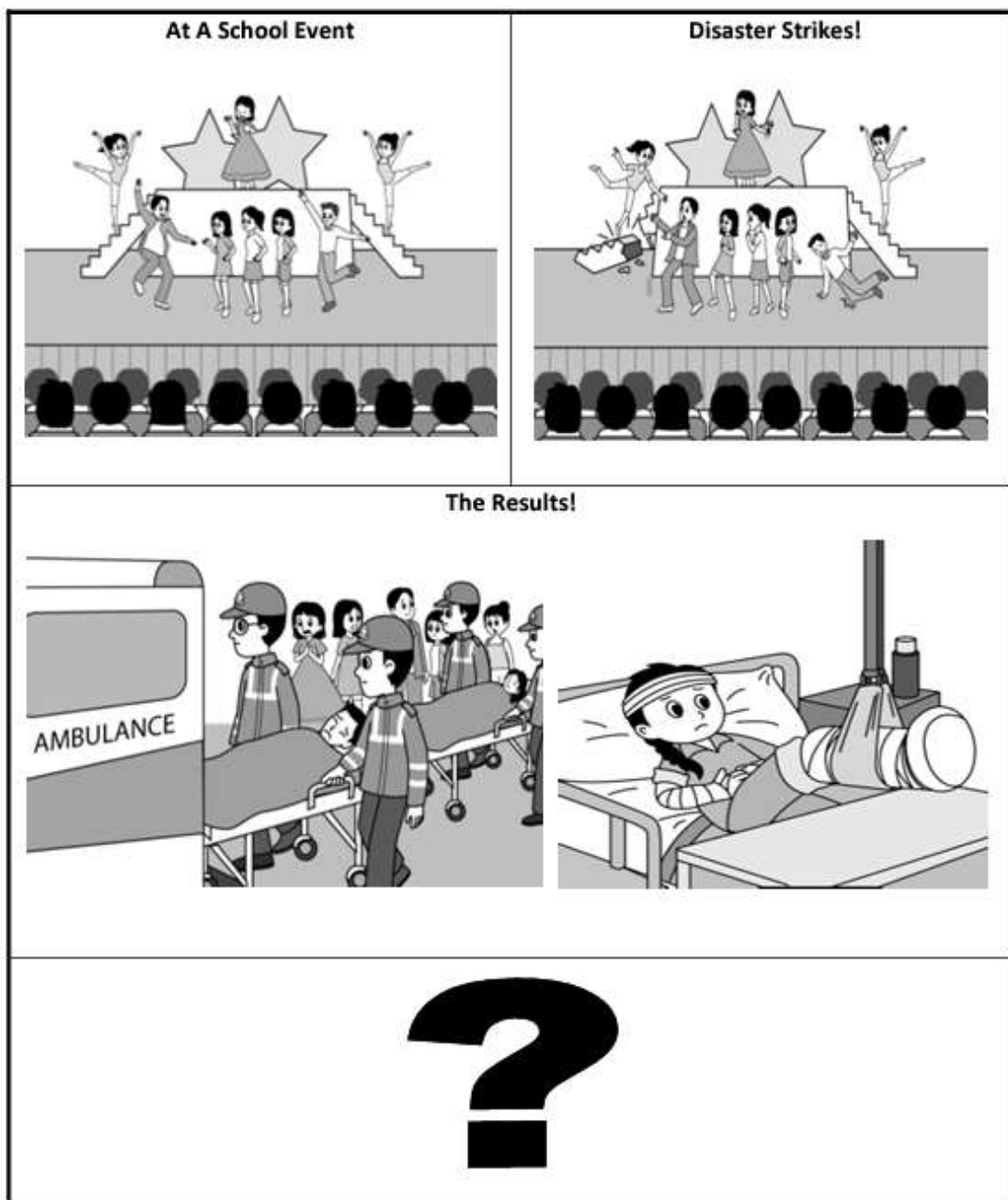


Article – What Happened at a Recent School Event (9EW2)

In this task, students were asked to write an article about what happened at a recent school event. Picture prompts were provided.

You are a school reporter and a member of the Publications Committee. As a reporter, your job is to write articles about school events for the school newsletter, school blog and English Magazine. Write an article about a recent school event and what happened there. Provide details about the event, what happened, the reactions of those attending and what happened afterwards. Give your article a title.

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



Story – How I Met My Favourite Actor/Singer/Star (9EW3)

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

Your class is discussing favourite actors/singers/stars. You have been asked to write a story about how you met your favourite actor/singer/star. Describe what happened, when and how you met the person and what your reaction was. Also, mention what his/her reaction was and what happened afterwards. 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 the story in about 150 words.



The following Student Exemplars are written compositions of students achieving basic competency in writing and the characteristics mentioned previously.

Email – Interschool Activities (9EW1) - Student Exemplar 1

TO: **principalchan@skfgr.edu.hk**

SUBJECT: **Inter-school activities this year**

SEND

Dear Mr. Chan,

[I have figure out] some inter-school activities to let student get to know each other. For example, school visit, outdoor activities, artistic activities, concert.....

First, school visit can go to other school to look around the campus and try the special activities or lesson in their school. The advantage is student can have more exiting experience and learn news things outside. The disadvantage is some of the school may be reject our visit. Then the student [can't go school visit.]

Second, outdoor activities [can let student to communicate with each other] Such as playing basketball, students need to discuss the plan together and [have teamwork]. The advantage is student can meet more friend and increase their teamwork. The disadvantage is some of the student do not want to go outdoor, so they may lose this chance to know each other.

Third, artistic activities [is a meaningful activities] It can let students to finish one picture together. The advantage is student can communicate more with others and [share their idea out].

Finally, Concert can let student to listen to the beautiful music and learn the knowledge of the instrument. The advantage is student may find their: favourite instrument and learn it. The [disadvantage] is some of the student may think music is too boring.

[c] Above is the information of some inter-school activities.

Yours faithfully,
Chris Wang

Short but suitable introduction

1

1

2

3

4

Incorrect complimentary close used

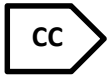
CC

Annotation - Student Exemplar 1

An introduction is provided.

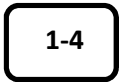


There is also a very short one sentence conclusion which is not very effective as it does not provide a reason for providing the information – *Above is the information of some inter-school activities*



The complimentary close used is *Yours faithfully* which cannot/should not be used because the recipient of the email is known. The only time *Yours faithfully* should be used is with *Dear Sir/Madam*, when the recipient's name is unknown.

The writer of the email didn't read the instructions clearly. The email is written as if the activities are to be held in the future. The writer is not writing about activities that have already been held.



The writer does mention four activities – a school visit, outdoor activities, artistic activities, and a concert as well as the advantages and disadvantages of the various activities.



There are some errors in the use of vocabulary and expressions, for example, *I have figure out* instead of *I/ we have worked out*, *can't go school visit* instead of *can't go on a school visit* or *can't participate in the school visit*, *can let student to communicate with each other* instead of *can help students communicate with each other*, *have teamwork* instead of *emphasise/encourage teamwork*, *disavantage* instead of *disadvantage*, *share their idea out* instead of *share their ideas*



Spelling mistakes – *instrament* instead of *instrument*



Errors in the use of singular/plural – *lesson* instead of *lessons*, *student* instead of *students*, *is a meaningful activities* instead of *is a meaningful activity*

Article – What Happened at a Recent School Event (9EW2) - Student Exemplar 2

T
Title provided

Newsletter of the week

2019 ^{25th} December
~~8th~~ ~~2019~~

Suitable introduction

1

Yesterday was the day of our long awaited christmas play, 'The stars', hundreds of students and family members gathered here together in our very ~~one~~ ^{own} school hall to watch this fabulous and ~~breath~~-taking show, reflecting on the birth of baby Jesus. There were dancing and singing and so much more. ~~we~~ ~~re~~ ~~open~~ half a year ago we recruited ~~the~~ ^{this} amazing cast and has been ~~re~~ ~~hearsing~~ ^{rehearsing} every single day after school ^{since then} thanks to us. ~~sally~~ ^{our} wonderful ~~dance~~ ^{drama} teacher.

2

The crowd was thrilled and was on their feet for the entire play but not until their very last scene when ~~they~~ ^{they} this ballerina, ~~Jessie~~ ^{Jessie} fell off the stage, ~~everyone~~ ^{everyone} ~~did~~ ^{did} no one dared to say a word until the ambulance came, there were tears and cries everywhere because Jessie, ~~the~~ ^{our} school's best ballerina ^{has} broke her leg and can no longer dance for an entire year until she recovers. ~~so may we please pray for her until she gets~~ ^{so may we please pray for her until she gets}. Please pray for her, all ~~donations~~ ^{donations} will be sent directly to the hospital to pay for her ^{medica} ~~tions~~ ^{tions}.

E

Get well soon, Jessie. We will miss you!

Writers of the newspaper
George and Dahlia.

Newsletter of the week

Annotation - Student Exemplar 2

The article has a title – *Newsletter of the week*, but the title is not appropriate as the article is being written for a newsletter.



The writer has added a date *2019 25th December* but this is also not appropriate for an article.



The writer has also added information at the end which is not appropriate for the ending of an article *Writers of the newspaper, George and Danielle, Newsletter of the week*.



There is an introduction which details the play and the students and family members gathering together in the school hall to watch the show.

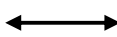


The first half of the article seems to be describing the show and what happens, with the latter half of the article detailing what happens after the accident.

The writer has used the picture prompts as a guide but has focused on one performer, a ballerina called Jesse who falls off the stage and gets injured. Jesse breaks her leg and can no longer dance until she recovers. In the article the writer asks for donations for Jesse's medications and the ending is not so much a conclusion but just well wishes for Jesse – *Get well soon Jesse. We will miss you!*



Some good use of vocabulary and expressions – *recruited, rehearsing, ballerina, donations, medications, reflecting on the birth of baby Jesus, the crowd was thrilled, on their feet for the entire play*



Some minor errors in vocabulary – *breathe-taking* instead of *breathtaking*



Errors in subject verb agreement – *there were* instead of *there was*,



Errors in tense usage - *Jessie fall off the stage* instead of *Jessie fell off the stage*, *Jessie...has broken her leg* instead of *Jessie...had broken her leg/broke her leg*

Story – How I Met My Favourite Actor/Singer/Star (9EW3) - Student Exemplar

3

T Title provided

The story of My Rollarcoaster life

It started off by watching his concert then having a [big fat crush] on him then having his [Albums] and posters around my room. I was told by my mother that she had gotten tickets for me to his concert! I was on my way to the concert happily when all of a sudden I saw [robber] stealing my bag like how could he it had the ticket to his concert my phone and [waller] too and he pushed me on to the ground and ran away. My elbows were bleeding and I was in a gony. [Two children came to help along with a whole crowd] surrounding me when all of a sudden I see him [my hero] my love life coming towards my way and him asking what's wrong and I quickly told him everything when he heard about the ticket he took me to the first aid to clean the blood and for a surprise he put me in the vip room. Oh what a crazy day it was one of the best days in my life

Suitable introduction

I

Short Conclusion

C

Annotation - Student Exemplar 3

T A title has been provided but there is a spelling mistake – *The story of my rollarcoaster* (instead of *roller coaster*) life

I There is a short introduction detailing how this person became the writer's favourite star.

C There is also a short conclusion.

The story has not been divided into evident paragraphs. In fact, it seems to be one very long piece of writing and there is also little use of punctuation to break up the long sentences.

The student has used the writing prompts as a basis but has changed the story slightly so that he is the one being robbed rather than the star and the star is the one who comes to the rescue, which is quite interesting.

[] Some good vocabulary and expressions – *big fat crush, robber, wallet, pushed me to the ground, my elbows were bleeding, I was in agony, two children came to help me along with a whole crowd, my hero*

← → Minor errors in vocabulary and expressions – *rollarcoster* instead of *rollercoaster*, *took me to the first aid* instead of *took me to the first aid station*, *for a surprise* instead of *as a surprise*

□ Errors in use of/lack of use of punctuation – *album 's* instead of *albums*, *Oh what a crazy day it was one of the best days in my life.* instead of *Oh what a crazy day! It was one of the best days in my life!*

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 results of schools in terms of the percentage of students achieving basic competency in speaking due to the relatively small sample size of students. However, a summary of the overall performance of students is given in the section ‘General Comments on S.3 Student Performances’.

Good Performance of Secondary 3 Students in 2023

Secondary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

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

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

Task Name: Organising the End of Year Concert (Conversation).**Extracting specific information**

- The more able students were able to identify why the students were meeting when they heard Ben and Sandra talking and Ben said ‘*Mr Lau asked us to help choose the best acts from the talent show to perform in the special end of year concert.*’

1. Sandra and Ben are meeting to _____.
- A. discuss Mr. Lau’s points about the end of year concert
 - B. select the acts for the end of year concert
 - C. work out how to select acts for the School Talent Show
 - D. discuss how to judge the acts at the end of year concert

9EL1/3 Part 1 Q.1

Task Name: Stressbusting (Recording)**Discriminating between intonation for a range of purposes**

- The more able students were capable of working out how John felt about school and his studies after hearing him answer Sandra.

John – Student: (*angry and upset*) ‘*Exams and school stress me out. I’m not good at studying and my results are getting worse.*’

(*plaintively*) ‘*I don’t know what to do.*’

7. John is _____ about school and his studies.
- A. happy
 - B. upset
 - C. excited
 - D. bored

9EL1/3 Part 2 Q.7

Task Name: World Records Day (Discussion)**Deducing the meaning of unfamiliar words and expressions**

- Students with the best performance were capable of working out the meaning of the word ‘record’ in the context provided.

Miss Choi – Discipline Teacher: ‘Generally, May, if you set a record, you’re the first person to do that. If you break a record, it means the record was set by someone else and you just did it better than that person and broke the record.’

2. Miss Choi tells May the difference between setting and breaking a record. A ‘record’ here is _____.
- A. something you store music on
 - B. a piece of information kept by a doctor
 - C. an achievement that is higher than anything achieved before
 - D. a previous achievement of a person or organisation

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

Task Name: Tours and Trips Information (Information)**Making connections between ideas with the help of discourse markers**

- Students with the best performance were capable of working out why they were listening to the information session after hearing Mr. Tang say that they were going to prepare a booklet on study tours and short trips for parents and students and ‘To get information for the booklet, we’ve invited some guests who will tell us more about the places we can visit’.

7. Mr. Tang says that they are going to _____.
- A. study short trips for students
 - B. visit the places in the booklet
 - C. get information from the booklet for parents
 - D. listen to the guests and get information

9EL2 Part 1 Q.7

Task Name: My Mother Said To Clean My Room (Poem)**Using knowledge of the world**

- The more able students were able to correctly work out what the bucket was filled with after listening to the second stanza and using their knowledge of the world.

Stanza 2

Then, next, I went and grabbed the mop
and filled a bucket to the top.
I got a scrubber and a sponge
to wipe the grime and scrub the grunge.

PAUSE 3 secs

Stanza Two

2. The girl in the poem says she 'filled a bucket to the top'. She most likely filled the bucket with _____.
- A. grime
 - B. trash
 - C. grunge
 - D. water

9EL2/3 Part 3 Q.2

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

Students with good performance were able to:

- use a wider range of reading strategies to understand the meaning of texts with some degree of complexity
- demonstrate ability to use strategies to determine the meaning of texts written on familiar and unfamiliar topics and for various purposes, contexts and audiences
- extract or locate specific information from different text-types such as an online article, a poem, information leaflet and fact sheet as well as a leaflet and map and newspaper article
- use inference skills in certain passages on familiar topics
- identify rhymes
- work out the meaning of unknown words and expressions

For task contents please refer to the "Performance of Secondary 3 Students Achieving Basic Competency in Reading Tasks" Section.

Task Name: Strange But Interesting Jobs (Online Article)**Making inferences**

- Students with the best performance were capable of inferring why a waterslide tester required ‘*nerves of steel*’.

2. WATERSLIDE TESTER

Salary: HK\$210,000 per year
(\$17,500 per month)

Not much training is required but you must be able to swim and have nerves of steel, and not be scared of anything like heights or fast speeds...
A waterslide tester has to rate the slides on how much of a splash they cause and how exciting they are to slide down.

Skills Required:

- ◇ ability to swim
- ◇ nerves of steel

6. A waterslide tester must have ‘nerves of steel’. This is because _____.
- A. the tester has to rate the waterslides
- B. waterslides can be dangerous
- C. some waterslides don’t splash
- D. the waterslides are made of steel

9ER1/2 Part 1 Q.6

Task Name: A Sweet Story (Poem)**Identifying rhymes**

- The more able students were able to work out one of the rhyming pairs in the stanza.

A Sweet Story

An alien landed outside on the lawn,
all slimy, and grimy, and green.
He showed up this morning exactly at dawn
in his alien flying machine.



Stanza One

2. One of the rhyming pairs in this stanza is _____.

- A. lawn and landed
- B. green and dawn
- C. grimy and machine
- D. green and machine

9ER1/3 Part 2 Q.2

Task Name: Extreme Sports (Information Leaflet)







Making inferences

- Students with the best performance were capable of working out the type of character a person who engaged in these kinds of sports should have.

EXTREME SPORTS ASSOCIATION

Extreme sports are sports or activities that have a high degree of danger. They involve speed, height, physical effort and very special gear. They should not be attempted alone! The Extreme Sports Association has experts in some of the most famous sports. They are available to talk about the sports and the excitement that comes from doing them! Contact us for more information. Telephone: +852 4235 6099 Website: www.extremesportsassoc.com.hk

Brief History of Extreme Sports

 1896 Mountain Biking	 1908 Ice Climbing	 1955 Bungee Jumping
 1965 Snowboarding	 1981 Paintball	 1997 Extreme Ironing

PAINTBALL...

players compete in teams or individually. The aim is to get rid of opponents by shooting them with a paint gun. Shooting is called tagging. The bullet used is called a capsule. The paint is a coloured water soluble dye, which makes it easy to wash out with water.

There are worldwide leagues, professional teams and players. Some teams in Hong Kong have professional players. There are also weekend paintball players who do not have much experience but just want to have fun!

EXTREME IRONING...

Imagine a sport that combines a household activity and strange locations, or the climbing of mountains or cliffs!

Extreme ironing is a combination of extreme sport and performance art. People take an ironing board and an iron to a location and then iron items of clothing.

Performances have been held in Hong Kong on the top of the International Building in Central and in the middle of Nathan Road in TST! One performance even occurred in a pool of sharks! Performances can be conducted solo or by groups.

ICE CLIMBING...

cannot be done in Hong Kong due to the weather but it is fast becoming a major sport in some areas of China. It involves climbing ice formations with a rope. The climbing in China is done on alpine and water ice.

Alpine ice is found in extremely high, mountainous areas and water ice is usually found on a cliff or waterfall. Alpine ice is easier to climb. Both are dangerous as ice can be soft, hard, brittle or tough.

BUNGEE JUMPING...

requires a very tall structure, usually a special platform, building or bridge, and a large elastic cord. People have even jumped from hot air balloons and helicopters.

The thrill is in the freefall and the rebound. People jump and the cord stretches. Then they bounce as the cord rebounds. It is like a yo-yo effect, with the jumper going up and down until he/she stops.

Jumping can be dangerous and some cords have broken, dropping the bungee jumper.

16. To do extreme sports, a person must _____.

- A. be an expert
- B. be a member of the Extreme Sports Association
- C. have a sense of adventure
- D. be strong and tall

9ER1 Part 3 Q.16

Task Name: The Chicken Dance (Fact Sheet)

Working out the meaning of unknown words and expressions

- The more able students were able to work out the meaning of the word ‘*lyrics*’ using the context and information provided.

Fact Sheet

THE CHICKEN DANCE

Easy to teach! Easy to learn!

The Chicken Dance is a well-known drinking and dancing song. It is usually played in the beer halls at a festival called Oktoberfest, which is held yearly in Germany in September and October. It is also played at weddings and other celebrations to get people up and moving.

The Chicken Dance was composed in the 1950's by an accordion player. 140 versions of the song have been recorded worldwide. It is estimated that 40 million records of the song have been sold.

European versions of the song have lyrics, so people can sing along as they dance! British, Canadian, American and Australian versions are instrumental.

A dance goes with the song. It has a total of five moves. This makes it easy for both children and adults to learn quickly.

CHICKEN DANCE – OTHER NAMES	
Language	Name
English	The Bird Song
	Chicken Song
	Chirp Chirp
	Check Out The Chicken
	Spanish
	El Ballo del Qua Qua
German	Der Ententanz
	Tchip Tchip
French	Danse des Canard

Dance Moves	
Step 1 The dancer lifts both hands into the air and opens and closes them four times to imitate a chicken.	
Step 2 The dancer pulls his/her hands into his/her underarms and flaps them four times like a chicken.	
Step 3 The dancer wiggles his/her shoulders and hips (tail feathers) twice.	
Step 4 The dancer claps four times.	
Step 5 The dancer joins with a partner by locking arms, spinning around and changing direction halfway. After Step 5 the dance repeats from the beginning.	

4. European versions of the song have lyrics. ‘Lyrics’ here are _____.
- A. a short poem expressing personal feelings
 - B. words only used in pop songs
 - C. the words of a song
 - D. a piece of writing that describes emotions


9ER2 Part 2 Q.4

Task Name: Annual School Marathon (Leaflet and Map)

Locating information in a simple chart

- Students were able to locate the information about the uniform requirements in the chart provided.

ANNUAL SCHOOL MARATHON INFORMATION



DATE: Friday 10th June, 2024

NEW IN 2024

THE VERTICAL MARATHON

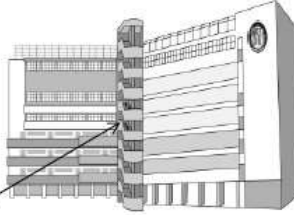
What's a vertical marathon?
A marathon that uses stairs in a building. Runners run up and down the stairs.

Race	Quota – get in before the spots fill up!	Start
Individual	200	1:00 pm
Student Relay	20 teams – 4 from each house	1:45 pm
Fun Climb	250	2:30 pm



Race Route
Individual and Student Relay

1. Run up the left wing stairs
2. Cross to the centre wing, down the stairs
3. Run to the right wing, up the stairs
4. Run back across to the centre wing
5. Down the stairs onto the playground

◇ *Fun Climbers ONLY* use the centre wing stairs



Race	Clothing	Activities
Individual	Sports uniform	None
Student Relay (Teams)	House colours and sports uniform	None
Fun Climb	Costumes	Games & activities on each floor

Annual School Marathon Information

The Vertical Marathon

10. The teams in the vertical marathon _____.
- A. can wear costumes
 - B. must wear their sports uniform
 - C. do not have to wear house colours
 - D. can play games on each floor

9ER2/3 Part 3 Q.10

Task Name: Student Stress (Newspaper Article)

Identifying specific information

- The more able students could work out where the information came from.

THE DAILY NEWS

www.dailynews.com.hk Hong Kong's Number 1 Newspaper - since 1935 -

Student Stress on the Rise

Several studies carried out recently have found that both primary and secondary students are overloaded with stress. This pressure or worry can have negative effects on students' health and their behaviour. What are the reasons for the stress? Students surveyed said that it was due to worries about academic results, other school-based issues like problems with teachers, interpersonal relationships or family finances. Look at the time students spent studying.

STUDY A: Overall Study Time for Students

Category	Primary 4 - 6	Secondary 1 - 3	Secondary 4 - 6
Normal Schooling Hours	7	7	7
Private Tutorial Lessons	4.9	4.9	4.9
Homework and Revision After School	2.4	3.9	5
Average Study Time	10	12	13

7 hours including lunch and recess
4.9 hours per week/0.7 hours per day

Primary 4 - 6 Secondary 1 - 3 Secondary 4 - 6

(page 1)

Page 1

2. The information about student stress comes from _____.
- A. the academic results of students
- B. teachers
- C. family members
- D. various studies



Secondary 3 Writing

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

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

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

Email – Interschool Activities (9EW1) - Student Exemplar 4

	
TO:	principalchan@skfgr.edu.hk
SUBJECT:	Inter-school activities this year
<input type="button" value="SEND"/> 	
<p>Dear Mr. Chan,</p> <p>This year has been a wonderful year filled with inter-school activities which were introduced so students may get to know each other more. 4 activities were held in total.</p> <p>In October, a school visit was held. Students visited the primary section of our school to [interact with younger schoolmates] as well as to perform and play with them. This activity was quite popular with schoolmates and received an overall positive view.</p> <p>It was held at SKFGR Primary school, with [no fee needed]. This event was good because students expressed that they had a lot of fun talking to little kids, though a common problem that we have observed was that the time [duration of each activity] in the event was not enough. If this event would be held next year, we would recommend [allowing more time] for each section.</p> <p>The second event was the outdoor activities event. A class basketball competition was held in November. It was held at the basketball court during lunch break. Students cheered for their classmates around the court to show their support. In the questionnaire, students were overall satisfied with the event. They described it as [lively and heated.] Some students expressed that they were not able to join the competition due to [time clashes] with other school roles at lunchbreak or a lack of player places in a sport like basketball. To change this, we suggest changing the time to after school and picking a</p>	

Suitable introduction

1

1

2

sport that allows for more players, such as dodgeball so every student may have a [chance to participate] if they wished so.

We held an artistic activity after exams in March. Students painted white tiles so they could be [displayed] on the second floor, next to the art room. A fee of \$30 was received for each participant for the fees of the paint and tile. Not a lot of students participated in the event compared to the previous two. This is because of the price and [inconvenient timing] of the event. The products were able to [decorate] the 2nd floor, but there were not enough tiles for the [design] the students had.

Last but not least, we held a concert in June. Students of the school music teams were invited to play in the auditorium, as well as the dance teams. Soloists were also invited from the students to perform on stage. It took weeks of preparation for this event to take place, and everyone did an [immaculate] job. The event went smoothly and some students that were not invited to play [expressed interest] in performing in similar events if there were to be any in the future. Students were able to enjoy the performances by their classmates. There was [no entrance fee needed] so students were more eager to participate.

In conclusion, we held 4 events this year and they were able to assist students knowing each other more. They hope that more activities in can be held next year.
Thank you for your time.

Sincerely,

cc

4B Will Tam

2023-7-17

3

4

Suitable
Conclusion

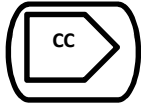
c

Annotation - Student Exemplar 4

The email has a good introduction which gives a brief explanation as to why the interschool activities were held.



It also has a conclusion which summarises the number of events, the results and the wish for more events.



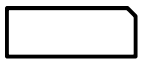
The email also has a complimentary close. However, the title is not included. A date which is not required in an email is also included. The name and class are in the wrong order.



The email has distinct paragraphing with each paragraph focusing on a different activity with relevant elaborations. The opinion of the students is also mentioned as well as the fee (if any) and a recommendation for the following year in regard to that particular activity.



The email details four different activities – the first is a school visit, the second is a basketball competition, the third is an artistic activity and the fourth is a concert.



The email also makes reference to cost when writing about the first activity (i.e. the school visit), and it mentions that there was *no fee needed*. In the third activity (i.e. the artistic activity), it mentions the cost, where a *fee of 30 dollars* was received from each participant for the paint and the tile used. *No entrance fee* was required for the concert.



Good use of vocabulary and expressions – *interact, lively and heated, duration of each activity, allowing more time, time clashes, chance to participate, displayed, inconvenient timing, decorate, design, immaculate, expressed interest*



Minor spelling mistakes – *populaur* instead of *popular*, *preperation* instead of *preparation*

Article – What Happened at a Recent School Event (9EW2) - Student Exemplar 5

Title provided

1 It's a case of total chaos and calamity!

Students have [suffered terrible injuries] after last Friday's Cultural Evening. The [student performers] of class 3A were performing a [beautiful classical routine], and everyone was enjoying themselves, until part of the set broke [leaving 2 students in pain, and leaving everyone in total shock].

2 "We practiced on stage with the set [multiple times] before the performance, and everything was completely fine! I don't understand what went wrong this time [causing the set to break!]" said a fellow student performer.

Q

3 The injured students, when interviewed reported remembering that as they danced they heard something [creaking].

4 When the venue [was scouted out] after the event, the school staff found [bolts and screws] on the stage, apparently the [screws had come loose] leading to the [unfortunate events].

5 The students that were injured have been admitted into a good hospital and are [on the road to steady recovery] while the [parents have been compensated for the medical bills].

Anyways, & students, [the takeaway] from this is that we have to always be more cautious and aware of our surroundings, stay safe!

reporter,
Everybody's favourite school news v,
signing off.

Suitable Introduction

Suitable Conclusion

Annotation - Student Exemplar 5

- T** The article has a title which uses some good vocabulary – *It's a case of total chaos and calamity!*
- I** It has an introduction which sets the scene for the article by briefly explaining what took place.
- C** The conclusion imparts a message that students need to be careful and aware of their surroundings but the writer has also added a kind of sign off which is not the correct way to end an article. This sign off could be used by a reporter reporting on the news orally but not by somebody writing an article – *Everybody's favourite school news reporter signing off.*
- 1-5** The article is quite detailed and well paragraphed. It gives information about what happened and when. It also includes the reactions of the audience and the performers, details the aftermath and incorporates a lesson/takeaway from the experience.
- Q** The article also contains a quote from a student performer which adds further interest and depth to the article.
- []** Very good vocabulary and expressions – *suffered terrible injuries, student performers, beautiful classical routine, in total shock, multiple times, causing the set to break, creaking, was scoped out, bolts and screws, screws had come loose, unfortunate events, on the road to steady recovery, parents have been compensated for the medical bills, the takeaway*

Story – How I Met My Favourite Actor/Singer/Star (9EW3) - Student Exemplar

6

Title provided

Best Day Ever!

Relevant introduction

Mary had always been my idol. I love watching her singing on the stage confidently. I admire her a lot. I even stuck some of her posters on the walls of my bedroom to encourage myself to work harder to become a successful person like her.

1

Once I saw Mary singing and dancing on the stage, I had been [obsessed with her talents] and the songs she wrote. She was really [talented and versatile]. Therefore, I always hope that I could meet her one day and [unexpectedly] my dream came true.

2

Last week, my friends and I went to Disneyland. We rode on [numerous rides] such as [roller coasters] and [merry-go-round]. We enjoyed them a lot. Suddenly, we noticed that Mary posted a picture on social media, showing that she was in Disneyland. My friends and I were very surprised and immediately [stepped on a journey to find her].

3

After several hours, we had looked everywhere but there was no sign of her. We wanted to give up at that time. However, we suddenly saw someone dressed just like her who was [lining up for popcorn]. My friends and I ran there and found out it was really her. She was even [helping a kid to order food]. What a [helpful person!]

4

After she bought her popcorn, my friends and I [friendly asked] whether it was her. Mary was astonished and nodded. We screamed happily and Mary said she didn't expect someone would recognise her. My friends and I told her how much we admired her and she was touched. [she even took autograph with us]. This was the happiest day in my life!

Effective conclusion

After this experience, I was very astonished and happy as well. I didn't expect I could have met Mary, who was my idol for years. Besides, Mary was as friendly as her image in real life. Therefore, I would still support her in the future. Thank you for everything!

Annotation - Student Exemplar 6

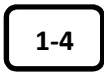
The story has a simple but effective title – *Best Day Ever!*



The story has an introduction which introduces the name of the idol and the reasons for writing about this idol.



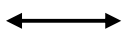
There is also an effective conclusion to the story which draws the entire story together expressing the emotion of the writer and how she feels after having met a person who has been an idol of hers for many years.



The story is clearly divided into a number of paragraphs that detail how the writer of the story met their favourite star, Mary and what happened afterwards.



Good vocabulary and expressions – *obsessed with her talents, talented and versatile, unexpectedly, numerous rides, roller coasters, merry-go-round, lining up for popcorn, helping a kid to order food, helpful person*



Minor errors in expressions – *stepped on a journey to find her* instead of *went on a journey to find her*, *my friends and i friendly asked* instead of *my friends and I asked her kindly*, *she even took autograph with us* instead of *she even gave us her autograph*

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 at the Basic Competency level performed well with extracting specific information from spoken texts. They could understand conversations supported by context, careful or slowed speech, repetitions or rephrasing. They could distinguish most common word-order patterns but had difficulty with tense shifts and more complex sentence structures.
- 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.
- Many 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 found it difficult 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.
- A considerable number of students were capable of locating information in simple charts.
- Students were also able to analyze and integrate relevant points from one or more than one text.
- Generally, students were able to interpret the meaning of unfamiliar words and expressions using contextual clues/meanings and examples provided.
- Students were able to understand the connection between ideas and also locate information to support or connect ideas.
- Students could also identify main ideas/details that support a main idea using the information provided.
- 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 passages were awarded 0 for Content and Features and did not score more than 2 for Organisation and Language.
- Using a wider range of vocabulary with fewer grammatical errors, capable students could provide more supporting details to their main ideas in their writing. (Student exemplar #4 – Email – Interschool Activities and student exemplar #5 – Article – What Happened at a Recent School Event and student exemplar #6 – Story – How I Met My Favourite Actor/Singer/Star)
- Although students could generally write well-organised paragraphs, few could elaborate in great detail on the topic and generally based their comments on the prompts/pictures provided. Many students just used the prompts/pictures and described the information in the prompts/pictures, rather than use the information as a starting point to write an email, article or story, to which they added their own information. (Student exemplar #1 – Email – Interschool Activities, student exemplar #2 – Article – What Happened at a Recent School Event and student exemplar #3 – Story – How I Met My Favourite Actor/Singer/Star)
- Students with better writing skills could develop well-organised paragraphs and could, for instance, provide detailed information about the interschool activities, such as when and where they took place, who was involved and why, as well as the cost involved and the advantages and/or disadvantages of the activities. Students were also able to write in detail about the event that took place at school and the people involved, commenting on what happened, the injuries received and the results afterwards, providing a detailed timeline. They elaborated on the prompts provided and also added their own information about the event and the aftermath. Students also used their imagination and wrote interesting stories providing detailed information about how they met their favourite actor/singer/star. (Student exemplar #4 – Email – Interschool Activities, student exemplar #5 – Article – What Happened at a Recent School Event and student exemplar #6 – Story – How I Met My Favourite Actor/Singer/Star)
- When writing the story, students generally used simple vocabulary and language patterns and their ideas generally lacked elaboration or connection to the topic – for example, the focus seemed to be on the picture prompts. Errors in spelling and grammar were evident and comprehension was sometimes hindered. Generally, students also avoided using

dialogue in their stories. (Student exemplar #3 – Story – How I Met My Favourite Actor/Singer/Star)

- Students, in many instances, misused common words and expressions. They also misspelled common words and it was evident that proofreading was not being done. It was also evident that some students were hindered by their inability to use simple tenses as well as the singular or plural forms. (Student exemplars #1, #2 and #3)

Secondary 3 Speaking

Overall speaking performance

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

Individual Presentation

- Most students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. Some of them, however, relied heavily on the given prompts and could not elaborate their ideas. Some students were unfamiliar with some key words and made errors in their pronunciation, for example, ‘sick’, ‘location’, ‘affects’, ‘weather’, ‘favourite’, ‘raise’, ‘educational’, ‘record keeping’, ‘pandemic’, ‘promote’, ‘garden’, ‘traditional’.
- Some weaker students read directly from their notes and did not make eye contact with their audience as well as relying on formulaic and 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 eye contact and 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/your point’ and overused ‘How about you?’, but failed to add anything more as an 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 2018, 2019 and 2023

The percentage of S.3 students achieving Basic Competency in 2018, 2019 and 2023 is provided in Table 7.19. Table 7.20 summarises an overview of Student Performances in 2018, 2019 and 2023.

Table 7.19 Percentages of S.3 Students Achieving English Language Basic Competency in 2018, 2019 and 2023**

Year	% of Students Achieving English Language Basic Competency
2018	69.8
2019	69.5
2023	67.8

** Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.

Table 7.20 Overview of Student Performances in English Language at S.3 Territory-wide System Assessment 2018, 2019 and 2023

Year	2018	2019	2023	Remarks
Reading				
Strengths	<ul style="list-style-type: none"> Many students could understand language features and correctly identify the various rhymes in the poem. Many students were able to connect ideas and work out inferences. Many students were able to work out sequences of events. Many of the students were able to locate and identify general and specific information. 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. Students were also able to predict what would come next given the information that had been provided. 	<ul style="list-style-type: none"> Many students were able to work out sequences of events. Many students were able to connect ideas and predict what would come next. Many students could understand language features and correctly identify the simple rhymes in the poem. Many of the students were able to locate and identify general and specific information. 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. Many students were also able to predict what would come next given the information that had been provided. 	<ul style="list-style-type: none"> Many of the students were able to locate and identify general and specific information. Many students could understand language features and correctly identify the various rhymes in the poem. The majority of students were able to work out the sequences of events. 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. Many students were able to use the clues provided to work out the context. 	<ul style="list-style-type: none"> Performance in the poem section indicates students are familiar with and able to identify some features of a poem. They are able to identify single word rhymes but have issues identifying rhyming pairs. Students are able to work out general and specific information in familiar topics; however, exposure to a wider range of current/topical and unfamiliar topics may help to strengthen their skills in identifying general and specific information and also working out contexts and connecting ideas. Students need to be exposed to a variety of familiar and unfamiliar topics and vocabulary so that they are able to understand the context and also work out the meaning of unfamiliar words and expressions. Students should not think of information in isolation, rather as a piece made up of different pieces of information that are linked together. This will then enable them to determine
Weaknesses	<ul style="list-style-type: none"> Even with prompts such as dictionary definitions and sentences providing different examples of word usage students still found it difficult to understand the meaning of unfamiliar words and expressions as well as some contextual clues. Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided. 	<ul style="list-style-type: none"> Students found it difficult to identify main ideas in some instances despite picture prompts/titles and other information being provided. Students found it difficult to infer information based on the clues provided. Even with prompts such as dictionary definitions and sentences providing different examples of word usage students still found it difficult to understand the meaning of unfamiliar words 	<ul style="list-style-type: none"> Students found it difficult to apply their knowledge of the world to certain questions. Students found it difficult to work out rhyming pairs in the poem. Students found it difficult to infer information based on the clues provided. Students found it difficult to work out the connections between ideas in various text types. Students found it difficult to predict content because they saw the information in isolation and 	

	<ul style="list-style-type: none"> • Students found it difficult to infer information based on the clues provided. • Students tended to see information in isolation and found it difficult in some instances to connect ideas. 	and expressions as well as some contextual clues.	<p>did not go beyond what was provided in the task.</p> <ul style="list-style-type: none"> • 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. 	connections between ideas and work out the main idea of a piece and also be able to predict content or infer what something means i.e. what the next page might be about, what would happen next, or what the actions of a person might be given the situation described, or what the information provided means.
--	---	---	---	---

Year	2018	2019	2023	Remarks
Writing Strengths	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – the school anniversary celebrations. They were able to use their personal experience and provide detailed information about the various activities that were held. • Many students could write well-organised paragraphs with coherent links. • In most cases students were able to provide some details to support main ideas. 	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – the 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. • Many students could write well-organised paragraphs with coherent links. • In most cases students were able to provide some details to support main ideas. 	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – interschool activities and an event that happened at school. They were able to use their personal experience and provide detailed information about the activities that could be done with students and their advantages and disadvantages, as well as detail the school event and what happened. • Many students could write well-organised paragraphs with coherent links. • In most cases students were able to provide some details to support main ideas. 	<ul style="list-style-type: none"> • Proofreading is always an issue. A distinct lack of proofreading is evident, resulting in misspellings of words which can affect meaning. • Generally, most students now seem to be familiar with the appropriate tone and complimentary close required for different pieces of writing. • Students should try to expand on the prompts provided and include their own ideas and opinions. • Lack of a detailed vocabulary means that some students find it difficult to express themselves in anything

<p>Weaknesses</p>	<ul style="list-style-type: none"> • A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided. • A lack of imagination also hindered students from writing imaginative stories or describing events and expressing their ideas. • 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Students failed to read the instructions carefully – email about the inter-school activities, and wrote about events that were yet to happen, rather than about events that had taken place and that they were reporting on. • 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 meeting their favourite actor/singer/star. Adding dialogue would have helped make the story about meeting their favourite actor/singer/star much more interesting. Not many students added dialogue to their stories. 	<p>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.</p> <ul style="list-style-type: none"> • Imaginative writing/story telling was not a strong point, with many students still not very 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.
--------------------------	---	---	--	--

<p>Year</p>	<p>2018</p>	<p>2019</p>	<p>2023</p>	<p>Remarks</p>
<p>Listening</p> <p>Strengths</p>	<ul style="list-style-type: none"> • Many students could correctly identify the tone of an individuals' comment. • Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify rhymes and also connect ideas using both cohesive devices and discourse markers. 	<ul style="list-style-type: none"> • Student performance in the poem section indicates that most students are familiar with the genre and able to adequately identify simple rhymes. • Many students could extract specific information from simple, clear and slower spoken texts. 	<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • Student performance in the poem section indicates that most students were familiar with the genre and able to adequately identify simple rhymes and rhyming pairs. • Many students were able to work out the meaning of an unfamiliar 	<ul style="list-style-type: none"> • There was an improvement in the results of the note section about the special end of year concert, but mistakes were still made and indicate that proofreading was still an issue. This resulted in the misspelling of simple words and topic specific

	<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • Many students were adept at identifying the main idea of a conversation – Police Interview. 	<ul style="list-style-type: none"> • Students could correctly identify the tone of an individuals' comment. • Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers. • Many students were able to work out the meaning of an unfamiliar word from the context provided – Christmas party. 	<p>word from the context provided – a hiking tour and people who assist in a hike.</p> <ul style="list-style-type: none"> • Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers. • Many students were able to distinguish main ideas from supporting details – using the information pamphlet about tours and treks in Kathmandu, Nepal. 	<p>vocabulary. This indicates that students would benefit from revision of simple foundation level and topic-based spelling and vocabulary. They would also benefit from exposure to and development of a wider range of topic-based vocabulary</p> <ul style="list-style-type: none"> • While students were generally able to identify unfamiliar words/expressions, there were some words that students at basic competency level found it difficult to work out. This indicates that students need wider exposure to more colloquial, everyday spoken English. • Students at basic competency level found it hard to apply their knowledge of the world in the poem, and didn't know what a bucket is usually filled with. This again indicates that students would benefit from revision of simple, topic-based vocabulary and collocations.
Weaknesses	<ul style="list-style-type: none"> • 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. • Students found it difficult to work out unfamiliar words/expressions given the information provided. • Students found it difficult to identify the main idea of some dialogues – TV Entertainment Report and Poem. 	<ul style="list-style-type: none"> • 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. • Many students found it difficult to identify the main idea of a conversation – School Lunchboxes or identify another appropriate title for the poem. • Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes section about school lunchboxes. 	<ul style="list-style-type: none"> • Many students found it difficult to identify the main idea of the poem and were unable to identify another appropriate title for the poem. • Students found it difficult to spell certain simple vocabulary, in the notes section, about the special end of year concert. • Students at basic competency level found it hard to apply their knowledge of the world in the poem, and didn't know what a bucket is usually filled with when cleaning. • Students found it difficult to identify the tone of an individual's voice and how he was feeling – the Stress Free programme. 	

Year Speaking	2018	2019	2023	Remarks
Strengths	<ul style="list-style-type: none"> • Generally, students were able to express their ideas in a comprehensible manner. • In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. • In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics. • Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”. 	<ul style="list-style-type: none"> • Most students were able to express their ideas in a comprehensible manner. • In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. • In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics. • Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”. 	<ul style="list-style-type: none"> • Students were generally capable of expressing comprehensible ideas. • In “Individual Presentation”, many students could support their ideas with adequate examples and deliver their presentations using simple language patterns and familiar vocabulary. • In “Group Interaction”, most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics. • Most students were able to sustain the discussion. • Students could generally use a limited range of formulaic expressions to respond to others, for example, “I agree with you”. 	<ul style="list-style-type: none"> • Students were generally able to use limited formulaic expressions to facilitate their conversation. • Students were expected to express relevant ideas using simple language patterns and vocabulary. • Students are 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.
Weaknesses	<ul style="list-style-type: none"> • In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. • Students lacked the knowledge to work out the pronunciation of unfamiliar words, which affected their presentation. • In “Group Interaction”, the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. • Many students responded mechanically or unnaturally to others 	<ul style="list-style-type: none"> • In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. • In “Group Interaction”, the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. • Many students responded mechanically or unnaturally to others and some also lacked communication strategies. 	<ul style="list-style-type: none"> • Students lacked the knowledge to work out the pronunciation of unfamiliar words. • In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate their ideas. • In “Group Interaction”, the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. • Many students responded mechanically or unnaturally to others 	<ul style="list-style-type: none"> • Teachers can focus on training students on the strategies for oral communication so that students would be able to show appropriate awareness of audience 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. • Students should be familiar with a wide range

	<p>and some also lacked communication strategies.</p> <ul style="list-style-type: none"> • Some students also failed to elaborate after saying “I agree” or “I disagree”. 	<ul style="list-style-type: none"> • Students lacked the knowledge to work out the pronunciation of unfamiliar words. 	<p>and some also lacked communication strategies.</p> <ul style="list-style-type: none"> • Some students also failed to elaborate after saying “I agree” or “I disagree”. 	<p>of formulaic expressions but be careful not to overuse them.</p> <ul style="list-style-type: none"> • 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.
--	--	--	--	--

Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2023

The percentages of P.3, P.6 and S.3 students achieving Basic Competency from 2006 to 2019 and in 2023 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	2023
P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7	80.4	80.3	80.4	81.1 ^Δ	81.1 [∇]	80.8 [□]	79.8 [□]	79.5
P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^	72.3	^	72.8	64.3
S.3	--	--	68.6	69.2	68.9	68.8	69.2	69.2	69.1	69.5	69.3	69.4	69.6	69.7	69.8	69.5	67.8

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.

** Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.

The following table compares Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2023.

Table 7.32 Comparison of Student Performances in English Language in Primary 3, Primary 6 and Secondary 3 in 2023

Level Skill	P.3	P.6	S.3
Reading	<ul style="list-style-type: none"> Students were able to recognise key words on familiar topics (e.g. subjects) and those related to daily life experiences (e.g. menus). Contextual clues and pictorial cues were useful to students. Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'too'. They could also understand the connection of ideas in a menu. Students could understand the connection of ideas by following pronoun references in letters and stories. Only the more able students could recognise key words related to daily life experiences about time in the story. Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues. 	<ul style="list-style-type: none"> The majority of students were able to sequence the events with pictorial cues given as options. Many students were able to understand the use of language features, similes and onomatopoeia. Many students were able to find the correct meaning of words given in the dictionary entries. Students were generally able to extract specific information when the key words were explicitly stated. Students were generally able to understand the connection between ideas in tasks with a lighter reading load and on familiar topics. Students were generally able to interpret the implied meanings of parts of shorter texts that required relatively straightforward inferencing, and identify the details supporting a main idea in relatively simple and explicit texts. Some students had difficulty connecting pieces of information in texts on unfamiliar topics, e.g. the article on electric cars and the news report on a village fire. Some students had difficulty identifying the contextual clues provided and were unable to work out the meaning of unfamiliar words. Some students had difficulty in following the idea flow in certain texts, e.g. articles. They had difficulty identifying the main idea of a given paragraph, grasping the gist and predicting the likely development of the texts. 	<ul style="list-style-type: none"> Many of the students were able to locate and identify general and specific information. Many students could understand language features and correctly identify the various rhymes in the poem. The majority of students were able to work out the sequences of events. 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. Many students were able to use the clues provided to work out the context. Students found it difficult to apply their knowledge of the world to certain questions. Students found it difficult to work out rhyming pairs in the poem. Students found it difficult to infer information based on the clues provided. Students found it difficult to work out the connections between ideas in various text types. Students found it difficult to predict content because they saw the information in isolation and did not go beyond what was provided in the task. 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.

Level Skill	P.3	P.6	S.3
Writing	<ul style="list-style-type: none"> • In the writing task ‘Naughty Susan’, students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. • In ‘My Favourite Toy’, students were generally able to respond to the questions with brief but relevant ideas. • In ‘My Favourite Animal’, students were generally able to provide relevant ideas using the prompts (e.g. what their favourite animal looked like and why they liked it). • Students were able to use cohesive devices (e.g. ‘and’, ‘because’, ‘when’) to link ideas. • Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were evident among students. • Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still commonly found in students’ writing. 	<ul style="list-style-type: none"> • Students performed better in narrative writing than in article writing. • Many students were able to write about 80 words based on the prompts provided. • For narrative writing, many students were able to provide a factual account of the events with some details based on the prompts provided and an appropriate ending. • For article writing, students were able to provide brief ideas and a concluding remark. • The majority of students were able to use simple cohesive devices to link ideas. • For narrative writing, some students had an inconsistent use of tenses. • For article writing, some students misinterpreted the task requirements, and some had difficulty expressing their ideas due to a lack of vocabulary. • Spelling and grammatical mistakes were common. 	<ul style="list-style-type: none"> • In general, students could communicate ideas, information and opinions appropriate to the context and purpose in writing, in particular when writing about a familiar topic – interschool activities and an event that happened at school. They were able to use their personal experience and provide detailed information about the activities that could be done with students and their advantages and disadvantages, as well as detail the school event and what happened. • Many students could write well-organised paragraphs with coherent links. • In most cases students were able to provide some details to support main ideas. • Students failed to read the instructions carefully – email about the inter-school activities, and wrote about events that were yet to happen, rather than about events that had taken place and that they were reporting on. • 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 meeting their favourite actor/singer/star. Adding dialogue would have helped make the story about meeting their favourite actor/singer/star much more interesting. Not many students added dialogue to their stories.

Level Skill	P.3	P.6	S.3
Listening	<ul style="list-style-type: none"> • Students could identify key words related to daily life experiences (e.g. months) and those on familiar topics (e.g. age) with the help of verbal and pictorial cues. • Students were able to identify the connection of ideas using cohesive devices (e.g. ‘and’). They could also understand the causal relationship of ideas linked by ‘because’. • Students were able to discriminate words with a small range of consonant sounds (e.g. ‘Jumbo’ from ‘Dumbo’, ‘Mumbo’ and ‘Rumbo’). • Students could distinguish basic differences in intonation (e.g. surprised, excited, sad.) • Students with good performance could distinguish a small range of vowel sounds (e.g. ‘Mona’ from ‘Mana’, ‘Mena’ and ‘Mina’). • Students with good performance could distinguish ‘\$15’ from ‘\$20’ and ‘\$50’. 	<ul style="list-style-type: none"> • Most students were able to identify the sequence of events in the listening task with a lighter listening load. • The majority of students were able to understand the connection between ideas by identifying cohesive devices, e.g. ‘and’, ‘but’ and ‘because’. • The majority of students were able to discriminate between intonations with the expressions being explicitly presented. • Many students performed well in extracting specific, straightforward pieces of information from spoken texts. • Many students were able to grasp the gist and main idea of the spoken texts, and predict the likely development. • Many students were able to interpret similes and identify rhymes. • Many students were able to discriminate between words with a range of vowel and consonant sounds. • Students generally performed better in listening tasks involving familiar topics. • Some students had difficulty sequencing events in a task with a heavier listening load. • Some students had difficulty understanding ideas linked by cohesive devices such as ‘for example’. • Some students found it difficult to extract information from spoken texts when multiple pieces of information were present. • In the note-taking task, some students had difficulty writing down simple words, e.g. ‘grape’. 	<ul style="list-style-type: none"> • Many students could extract specific information from simple, clear and slower spoken texts. • Student performance in the poem section indicates that most students in general are familiar with the genre and able to adequately identify simple rhymes and rhyming pairs. • Many students were able to work out the meaning of an unfamiliar word from the context provided – a hiking tour and people who assist in a hike. • Many students were adept at identifying cohesive devices used to connect ideas. A considerable number of students could interpret and evaluate information in dialogues using discourse markers. • Many students were able to distinguish main ideas from supporting details – using the information pamphlet about tours and treks in Kathmandu, Nepal • Many students found it difficult to identify the main idea of the poem and were unable to identify another appropriate title for the poem • Students found it difficult to spell certain simple vocabulary in the notes section about the special end of year concert. • Students at basic competency level found it hard to apply their knowledge of the world in the poem, and didn’t know what a bucket is usually filled with when cleaning. • Students found it difficult to identify the tone of an individual’s voice and how he was feeling – the Stress Free programme.

Level Skill	P.3	P.6	S.3
Speaking	<ul style="list-style-type: none"> • For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to the majority of the questions. • In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes. • For 'Reading Aloud', students dropped end consonants for words like 'comes' and 'games'. Some students were relatively weak in pausing and intonation. • For 'Expression of Personal Experiences', some students had difficulty in answering some questions (e.g. 'What do you do in the lesson?'). • In 'Picture Description', some students had a limited range of vocabulary to describe actions (e.g. What is the boy doing?). 	<ul style="list-style-type: none"> • A considerable number of students were able to read the texts aloud fluently and clearly with a few mistakes in pronunciation. • Quite a number of students were able to provide relevant responses to most of the questions with some elaboration. • More than half of the students were able to provide relevant information and ideas based on the picture and written prompts, and deliver a speech or tell a story. • Some students dropped the ending sounds in words. • For Teacher-Student Interaction and Presentation, some students had an inconsistent use of tenses. 	<ul style="list-style-type: none"> • Students were generally capable of expressing comprehensible ideas. • In "Individual Presentation", many students could support their ideas with adequate examples and deliver their presentation using simple language patterns and familiar vocabulary. • In "Group Interaction", most students generally interacted well and they were able to express themselves and respond to ideas that were relevant to the topics. • Most students were able to sustain the discussion. • Students could generally use a limited range of formulaic expressions to respond to others, for example, "I agree with you". Students lacked the knowledge to work out the pronunciation of unfamiliar words. • In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate their ideas. • In "Group Interaction", the interaction became stilted and followed a set pattern determined by the students and this did not allow for the conversation to progress naturally. • Many students responded mechanically or unnaturally to others and some also lacked communication strategies. • Some students also failed to elaborate after saying "I agree" or "I disagree".