

Thematic Seminar

"Assessment for Learning: Territory-wide System
Assessment 2025 and the Latest Development of
Student Assessment Repository (STAR) Platform"

Primary 6 (English Language)

16 December 2025



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

TSA 2025 Thematic Seminar

Students' Overall Performance

To support to eco-friendly initiatives, the HKEAA will not provide print copies of presentation handouts for this seminar. Please access the BCA website

<https://www.bca.hkeaa.edu.hk/web/AL/TSA2025/TSA2025seminar.html> or scan the QR code provided to view and download the handouts. These handouts will also be uploaded to the HKEAA website for reference **by the end of January 2026**. Further details will be announced later. Thank you for your support.



Programme

Time	Rundown	Speaker(s)
1:45 p.m. - 2:00 p.m.	Registration	
2:00 p.m. - 3:15 p.m.	Overview of TSA 2025	Ms Christina Tsang Senior Officer Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	Overall Performance of General Students, SEN and NCS Students in TSA 2025 Primary 6 English Language	
3:15 p.m. - 3:30 p.m.	Break	
3:30 p.m. - 4:45 p.m.	Overall Performance of General Students, SEN and NCS Students in TSA 2025 Primary 6 English Language	Ms Christina Tsang Senior Officer Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	The Latest Developments of the Student Assessment Repository (STAR) Platform	
4:45 p.m. - 5:00 p.m.	Question and Answer Session	



Overview

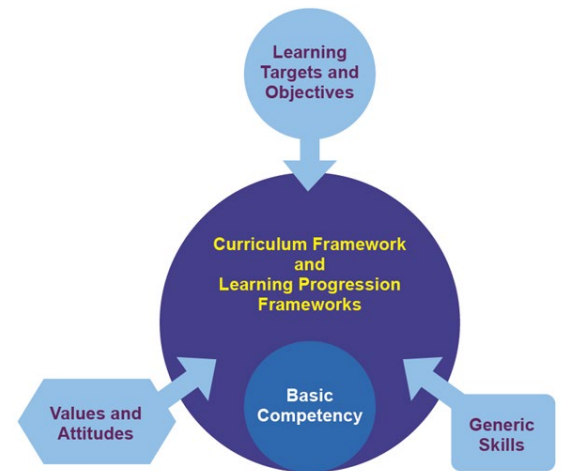
1. Background
2. School Reports & Online Item Analysis Report
3. Student Performances in 2025
 - Listening
 - Reading
 - Writing
 - Speaking



Purposes of TSA 2025

- To understand the performance of Primary 3, Primary 6 and Secondary 3 students in Chinese Language, English Language and Mathematics on a regular basis
- To make use of TSA data to adjust teaching plans and teaching strategies

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/curriculum-documents.html>



TSA 2025 – Assessment Design

- Specific question intents – Basic Competency (BC) descriptors provided by Education Bureau (EDB)
- Items cover many BC descriptors but each student only does one sub-paper for each component
- Overlapping items are distributed across sub-papers for equating purposes to compare students' abilities



Assessment Design

Dimension/ Skill	Primary 6 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	6EL1	28	About 30 minutes
	6EL2		
	6EL3		
Reading & Writing	6ERW1	Reading: 32 Writing: 1	50 minutes
	6ERW2		
	6ERW3		
Speaking	Reading Aloud & Teacher-Student Interaction	4	Preparation Time: 2 minutes Assessment Time: 3 minutes
	Presentation	4	Preparation Time: 3 minutes Assessment Time: 2 minutes



Non-Chinese speaking Students (NCS) & Students with Special Educational Needs (SEN)

- HKEAA does not have the actual number of NCS and students with SEN in the territory.

NCS students	Students with SEN
‘WS1’	‘WS0’, ‘WS4’, ‘WS6’ and ‘WS7’

- Schools should report cases of students requiring special assessment arrangements to the Hong Kong Examinations and Assessment Authority (HKEAA) and select special arrangements WS0 to WS7 for such students during a specified period.

“Special Arrangements for Internal Examinations for Students with Special Educational Needs” website:

https://www.bca.hkeaa.edu.hk/web/en/2025QuickGuidePri/QG_P_Part5b.pdf



Reports

Report	Content
I. <u>Existing Version:</u> <ul style="list-style-type: none"> • School Report • Item Analysis Report (sorted by Sub-papers) • Item Analysis Report (sorted by BC) 	<ul style="list-style-type: none"> • Performances of students in Chinese, English and Mathematics • Performances of students in each sub-paper (PDF and Excel files available) • Performances of students in each Basic Competency (PDF and Excel files available)
II. <u>Simplified Version:</u> <ul style="list-style-type: none"> • School Report • Item Analysis Report (sorted by Sub-papers) • Item Analysis Report (sorted by BC) 	<ul style="list-style-type: none"> • Performances of students in Chinese, English and Mathematics • Performances of students in each sub-paper (PDF and Excel files available) • Performances of students in each Basic Competency (PDF and Excel files available)
III. Basic Competency Report by Item Groups	Performances of students in different skills (with student exemplars)
IV. Information Analysis Report	Information Analysis of Items (with question intents, information analysis for each option, school percentages)



Reports

Report	Content
TSA Report	Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics https://www.bca.hkeaa.edu.hk/web/TSA/en/PriTsaReport.html
School Report for NCS and Students with SEN	For schools with 5 or more NCS students / students with SEN participating in the TSA



School Reports

SAMPLE



The screenshot shows the HKEAA website home page. At the top, there is a navigation bar with the HKEAA logo and the text 'Home / Sitemap / 中文'. Below this is a large banner image showing students in a classroom. To the right of the banner is a login box with fields for 'ID:' and 'Password:', and a 'Login' button. Below the banner, there is a section titled 'Basic Competency Assessment' with a brief description and a 'What's New' link. At the bottom, there are three main categories: 'SA' (Student Assessment), 'TSA' (Territory-Wide System Assessment), and 'Training and Seminars'. The 'TSA' category is highlighted with an orange border. Below these categories is a large orange button that says 'Login and Update Password'.

香港考試及評核局
Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文

Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

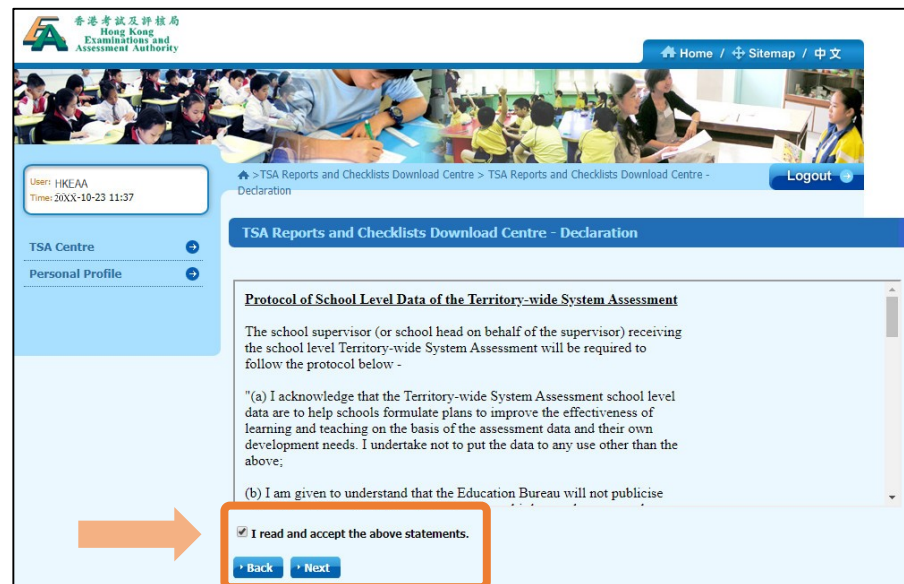
Learn More

SA
Student Assessment
Learn more

TSA
Territory-Wide System Assessment
Learn more

Training and Seminars
Learn more

Login and Update Password



The screenshot shows the 'TSA Reports and Checklists Download Centre' page. At the top, there is a navigation bar with the HKEAA logo and the text 'Home / Sitemap / 中文'. Below this is a large banner image showing students in a classroom. To the right of the banner is a login box with fields for 'User:' and 'Time:', and a 'Logout' button. Below the banner, there is a section titled 'TSA Reports and Checklists Download Centre - Declaration'. This section contains a 'Protocol of School Level Data of the Territory-wide System Assessment' and a checkbox for 'I read and accept the above statements.' Below the checkbox are 'Back' and 'Next' buttons. An orange arrow points from the 'Login and Update Password' button in the previous screenshot to the 'Login' button in this screenshot. Another orange arrow points from the 'I read and accept the above statements.' checkbox to the 'Next' button.

香港考試及評核局
Hong Kong Examinations and Assessment Authority

Home / Sitemap / 中文

User: HKEAA
Time: 20XX-10-23 11:37

TSA Centre
Personal Profile

TSA Reports and Checklists Download Centre - Declaration

Protocol of School Level Data of the Territory-wide System Assessment

The school supervisor (or school head on behalf of the supervisor) receiving the school level Territory-wide System Assessment will be required to follow the protocol below -

"(a) I acknowledge that the Territory-wide System Assessment school level data are to help schools formulate plans to improve the effectiveness of learning and teaching on the basis of the assessment data and their own development needs. I undertake not to put the data to any use other than the above;

(b) I am given to understand that the Education Bureau will not publicise

☒ I read and accept the above statements.

Back Next

Accept the 'Protocol of
School Level Data of the TSA'



TSA Centre

Personal Profile

Reports for
schools

Download Assessment Reports

School Code : P999
School Type : Primary, WD
School Name : Primary SCHOOL

Reports

Reports (NCS/SEN)

Please click the following buttons to download the assessment reports (20XX)

Primary 6

School's choice of reports are listed below:

Report	Version	Chinese Language	English Language	Mathematics
I	Existing Version	✓	✓	✓
II	Simplified Version - Only school data is provided; no data of all participating schools			
III	Basic Competency Report by Item Groups	✓	✓	✓
IV	Information Analysis Report	✓	✓	✓

Reports
showing the
overall
performance
of students

	Download PDF version	Download EXCEL version
School Report	PDF	N.A.
School Report (Supplementary 1) Excluding WS1 Students	PDF	N.A.
School Report (Supplementary 2) Excluding WS1-WS2 & WS4-WS7 Students	PDF	N.A.
Item Analysis Report (sorted by Basic Competencies)	ZIP	ZIP
Item Analysis Report (sorted by Sub- papers)	ZIP	ZIP
Basic Competency Report by Item Groups	ZIP	N.A.
Information Analysis Report	ZIP	N.A.

Download
PDF/EXCEL
files

Back

I. Reports – Existing Version

SAMPLE

School Report

學校：
School:

機 密
CONFIDENTIAL

英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average ¹ (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage (%)
6EL1: 聆聽 Listening	19	28	17.4	62	81
6EL2: 聆聽 Listening	6	28	11.8	42	82
6EL3: 聆聽 Listening	28	28	24.8	89	85
6ERW1: 閱讀 Reading	17	32	21.1	66	74
6ERW2: 閱讀 Reading	21	32	18.5	58	70
6ERW3: 閱讀 Reading	15	31	19.3	62	69
6ERW1: 寫作 Writing	17	7	3.5	50	58
6ERW2: 寫作 Writing	21	7	2.3	33	52
6ERW3: 寫作 Writing	15	7	3.3	48	56
說話 Speaking	12	11	6.9	63	70

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告 (以基本能力為序)
Item Analysis Report (sorted by Basic Competencies)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
Listening	L3-L1-P6BC Discriminating between words with a range of vowel and consonant sounds Question Intent - discriminating between words with a range of vowel and consonant sounds	6EL1	PIA Q01		0	29.2%	23.9%
				1	68.8%	75.4%	
				U#	2.1%	0.6%	
		6EL1	PIA Q02		0	18.8%	13.0%
				1	79.2%	86.4%	
				U#	2.1%	0.6%	
		6EL2	PIB Q01	A	1.4%	3.0%	
				B	9.7%	4.8%	
				C	11.1%	15.4%	
		6EL3	PIA Q01	D*	77.8%	76.5%	
				U#	0.0%	0.2%	
				A*	95.7%	95.6%	
				B	0.0%	2.0%	
				C	2.1%	1.5%	
				D	2.1%	0.8%	
				U#	0.0%	0.1%	

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
題目分析報告 (以卷別為序)
Item Analysis Report (sorted by Sub-papers)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
PIA Q01		0	29.2%	23.9%
	1	68.8%	75.4%	
	U#	2.1%	0.6%	
PIA Q02		0	18.8%	13.0%
	1	79.2%	86.4%	
	U#	2.1%	0.6%	
PIA Q03		0	35.4%	30.6%
	1	62.5%	68.7%	
	U#	2.1%	0.6%	
PIA Q04		0	31.3%	16.9%
	1	66.7%	82.5%	
	U#	2.1%	0.6%	
PIA Q05		0	10.4%	4.3%
	1	87.5%	95.1%	
	U#	2.1%	0.6%	

- **School percentage:** percentage of each option in an item attempted by students in the school
- **Territory-wide percentage:** percentage of each option in an item attempted by students in the territory
- Inferred from the sample of all students participating in the assessment

II. Reports – Simplified Version

SAMPLE

School Report

學校：
School:

機 密
CONFIDENTIAL

英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average ¹ (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage (%)
6EL1: 聆聽 Listening	19	28	17.4	62	N.A.
6EL2: 聆聽 Listening	6	28	11.8	42	N.A.
6EL3: 聆聽 Listening	28	28	24.8	89	N.A.
6ERW1: 閱讀 Reading	17	32	21.1	66	N.A.
6ERW2: 閱讀 Reading	21	32	18.5	58	N.A.
6ERW3: 閱讀 Reading	15	31	19.3	62	N.A.
6ERW1: 寫作 Writing	17	7	3.5	50	N.A.
6ERW2: 寫作 Writing	21	7	2.3	33	N.A.
6ERW3: 寫作 Writing	15	7	3.3	48	N.A.
說話 Speaking	12	11	6.9	63	N.A.

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估 Territory-wide System Assessment 20XX

題目分析報告 (以基本能力為序)

Item Analysis Report (sorted by Basic Competencies)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
Listening	L3-L1-P6BC Discriminating between words with a range of vowel and consonant sounds	6EL1	P1A Q01		0	29.2%	N.A.
					1	68.8%	N.A.
					U#	2.1%	N.A.
		6EL1	P1A Q02		0	18.8%	N.A.
					1	79.2%	N.A.
					U#	2.1%	N.A.
	Question Intent - discriminating between words with a range of vowel and consonant sounds	6EL2	P1B Q01	A		1.4%	N.A.
				B		9.7%	N.A.
				C		11.1%	N.A.
				D*		77.8%	N.A.
				U#		0.0%	N.A.
		6EL2 6EL3	P1A Q01	A*		95.7%	N.A.
				B		0.0%	N.A.
				C		2.1%	N.A.
				D		2.1%	N.A.
				U#		0.0%	N.A.

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估 Territory-wide System Assessment 20XX

題目分析報告 (以卷別為序)

Item Analysis Report (sorted by Sub-papers)

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL2 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
P1A Q01	A*		95.8%	N.A.
	B		0.0%	N.A.
	C		0.0%	N.A.
	D		4.2%	N.A.
	U#		0.0%	N.A.
P1A Q02	A		4.2%	N.A.
	B*		83.3%	N.A.
	C		4.2%	N.A.
	D		8.3%	N.A.
	U#		0.0%	N.A.
P1A Q03	A		4.2%	N.A.
	B		0.0%	N.A.
	C		4.2%	N.A.
	D*		91.7%	N.A.
	U#		0.0%	N.A.

• **only school data is provided**
(no territory-wide data)



III. Basic Competency Report by Item Groups

SAMPLE

Skills: Listening, Reading, Writing, Speaking

20XX 年全港性系統評估

Territory-wide System Assessment 20XX

基本能力題組綜合報告

Basic Competency Report by Item Groups

機 密

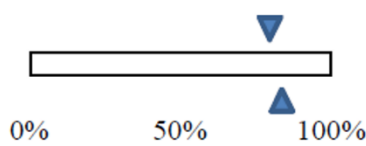
CONFIDENTIAL

學校：

School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds Question Intent - discriminating between words with a range of vowel and consonant sounds	 <p>0% 50% 100%</p>

▼ 學校 School^{1,2}

▲ 全港 Territory-wide³



III. Basic Competency Report by Item Groups

Annex – Student Exemplars

SAMPLE

Listening

Reading

附件 Annex – 學生示例 Student Exemplars

英國語文 English Language (Listening)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Listening	<p>L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents</p> <p>Question Intent: Extracting specific information</p>	<p>6EL2-P3Q1</p> <p>1. The survey is on _____.</p> <p><input type="radio"/> A. school life</p> <p><input type="radio"/> B. school results</p> <p><input checked="" type="radio"/> C. healthy living</p> <p><input type="radio"/> D. report writing</p>	<ul style="list-style-type: none"> Most students could extract a specific piece of straightforward information from a spoken text. They knew that the survey is on 'healthy living' when they heard Emily say '...our survey on healthy living'.

英國語文 English Language (Reading)

範疇 Skill	基本能力/評估重點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Reading	<p>L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues</p> <p>Question Intent: Making inferences</p>	<p>6ERW1/3-P2Q3</p> <div style="border: 1px solid black; padding: 10px;"> <p> Moon likes to watch nature in spring, when flowers bloom and birds sing. Strong cold winds no longer blow, and the warm sun melts the snow. But she hates the fog when she looks outside, it's so wet even the roads will cry. </p> <p> Summer is Dad's favourite season. He loves it for only one reason. At the beach he can sunbathe and swim. In the water no one moves faster than him. But oh! For many days rain may pour, and he hates hearing typhoons roar. </p> <p> Winter brings me the greatest cheer, as both Christmas and New Year draw near. I love to decorate the green pine tree, gifts and toys I can't wait to see. But alas, sometimes I almost freeze, when the temperature drops to 5 degrees. </p> </div> <p>3. Read lines 7 – 12. Dad likes _____.</p> <p><input type="radio"/> A. running in the rain</p> <p><input checked="" type="radio"/> B. swimming</p> <p><input type="radio"/> C. walking in a typhoon</p> <p><input type="radio"/> D. drinking water</p>	<ul style="list-style-type: none"> The majority of students were able to interpret the implicit meaning in the poem. Students could infer from the second stanza that Dad likes swimming in summer.



III. Basic Competency Report by Item Groups

Annex – Student Exemplars

SAMPLE

Writing

英國語文 English Language (Writing)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Writing	6ERW1/2	P5Q1	<p>Content:</p> <p>1 Provides a factual account of the story with some details</p> <p>Language:</p> <p>Uses a limited range of vocabulary with some spelling mistakes: <i>attention, expensive, wated (wanted)</i></p> <p>Uses a limited range of sentence patterns with some grammatical mistakes: <i>He studies for his exam well...</i> <i>His dad was so happy that he asked Jason what he'll wish for.</i> <i>His dad bought him an ice-cream and praised him.</i></p> <p>Uses a limited range of cohesive devices: <i>Finally, or, However</i></p> <ul style="list-style-type: none"> Students were able to provide relevant content and could describe a series of given pictures with some supporting details. However, some students lacked appropriate vocabulary and made grammatical mistakes that confused the readers. Most students could use simple cohesive devices to make their writing more coherent.

Speaking

英國語文 English Language (Speaking)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Speaking	6ES01	<p>Lunchtime at School</p> <p>At school, we have lunch at 12:30. We eat in the classroom with our class teachers. After that, we have 30 minutes' free time.</p> <p>Some of us go to the library to read books. Some go to the playground to play games. Teachers also prepare different kinds of activities for us to join. I like playing badminton in the hall the most.</p> <p>Teacher-Student Interaction 6ES01</p> <ul style="list-style-type: none"> When is lunchtime at your school? Where do you have lunch? What do you usually eat? What can students do after lunch? What do you usually do? What other lunchtime activities do you like? Why? Do you want the lunchtime to be longer or shorter? Why? 	<ul style="list-style-type: none"> Many students were able to read the texts aloud clearly but with a few mistakes in pronunciation. Some students dropped end consonants for words.
	6ES04	<p>Presentation 6ES04</p> <ul style="list-style-type: none"> In Picture 1, what were Mum and Mary doing? How did Mary feel? Why? In Picture 2, what was Mary doing? What time was it? In Picture 3, what was Mary doing? Why was Mum angry? What happened in the end? 	<ul style="list-style-type: none"> More than half of the students provided relevant answers to most of the questions. Some could even provide additional details on familiar topics. Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes. In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story. More than half of them spoke quite clearly and were able to provide appropriate responses to questions despite a few mistakes in pronunciation. Many students used a small range of vocabulary and sentence patterns with some grammatical mistakes. Most students made attempts to display an awareness of their audience using appropriate eye contact with the oral examiners.

IV. Information Analysis Report

SAMPLE

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
資料分析報告
Information Analysis Report

學校：

School:

級別 Level: 小六 Primary 6

機 密

CONFIDENTIAL

英國語文 English Language (Sub-paper: 6EL1 Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage ¹	全港百分率 Territory-wide percentage ²
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds	P1B Q01 1. Who is reading the news? <input type="radio"/> A. Thomas So <input type="radio"/> B. Timmy So <input type="radio"/> C. Tommy So <input checked="" type="radio"/> D. Tony So Question Intent: discriminating between words with a range of vowel and consonant sounds	A Students might not have been able to distinguish Thomas /tʊməs/ from 'Tony' /təʊni/.	2.1%	2.5%
			B Students might not have been able to distinguish Timmy /tɪmi/ from 'Tony' /təʊni/.	10.4%	4.3%
			C Students might not have been able to distinguish Tommy /tɒmi/ from 'Tony' /təʊni/.	10.4%	14.7%
			D* Students were able to recognise the pronunciation of 'Tony' /təʊni/.	77.1%	78.3%
			U#	0.0%	0.2%

備註：¹「學校百分率」是指學校學生作答該題各選項的百分率。

²「全港百分率」是指全港學生作答該題各選項的百分率。

Remark: ¹"School percentage" refers to the percentage of each option in an item attempted by students in the school.

²"Territory-wide percentage" refers to the percentage of each option in an item attempted by students in the territory.

*** For MC questions only**

- Basic Competency
 - Item
 - Question Intent
 - Information Analysis for Each Option
 - School Percentage
 - Paper
- 6EL1 to 6EL3
6ERW1 to 6ERW3



Reports for Schools with NCS students/ Students with SEN

SAMPLE

Reports for schools

Download Assessment Reports

School Code : P999
School Type : Primary, WD
School Name : Primary SCHOOL

Reports **Reports (NCS/SEN)**

Please click the following buttons to download the assessment reports for Non-Chinese Speaking (NCS) students and Special Educational Needs (SEN) students (20XX)

The relevant reports will be available if there are 5 or more SEN students / NCS students participating in assessment for that subject

Primary 6

School's choice of reports (indicated by a "✓") are listed below:

Report	Chinese Language	English Language	Mathematics
Special Educational Needs (SEN) Students Report	✓	✓	✓
Non-Chinese Speaking (NCS) Students Report	✓	✓	✓

	Download PDF version	Download EXCEL version
School Report – Special Educational Needs (SEN) Students	ZIP	N.A.
Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students	ZIP	ZIP
Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students	ZIP	ZIP
School Report –Non-Chinese Speaking (NCS) Students	ZIP	N.A.
Item Analysis Report (sorted by Basic Competencies) –Non-Chinese Speaking (NCS) Students	ZIP	ZIP
Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students	ZIP	ZIP

Provide reports to schools with five or more students participating in the assessment



Report – NCS Students

SAMPLE

School Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX

學校報告 — 非華語學生
School Report – Non-Chinese Speaking (NCS) Students

機 密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分數最大級 Maximum (A)	學校平均 School average ¹ (B)	學校非華語學生 百分率 School percentage of NCS students ² (B/A x 100%)	全港非華語學生 百分率 Territory-wide percentage of NCS students ² (%)
6EL1: 聆聽 Listening	3	28			
6EL2: 聆聽 Listening	3	28			
6EL3: 聆聽 Listening	0	28			
6ERW1: 閱讀 Reading	3	32			
6ERW2: 閱讀 Reading	2	32			
6ERW3: 閱讀 Reading	1	31			
6ERW1: 寫作 Writing	3	7			
6ERW2: 寫作 Writing	2	7			
6ERW3: 寫作 Writing	1	7			
說話 Speaking	2	11			

備註: ¹ 學校有5個或以上學生參與該科各能力/範疇的評估, 方可獲相關數據。

² 本報告的評估數據包括有特殊教育需要的非華語學生, 而相關數據亦同時見之於有特殊教育需要學生的學校報告。

Remark: ¹ The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Students with Special Educational Needs.

—完—
End

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX

機 密
CONFIDENTIAL

題目分析報告 (以卷別為序) — 非華語學生
Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students

學校:
School:

級別 Level: 小六 Primary 6

英國語文 English Language (Sub-paper: 6EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生 百分率 School percentage of NCS students	全港非華語學生 百分率 Territory-wide percentage of NCS students
PIA Q01		0 1 Uw		
PIA Q02		0 1 Uw		
PIA Q03		0 1 Uw		
PIA Q04		0 1 Uw		
PIA Q05		0 1 Uw		
PIA Q06		0 1 Uw		
PIB Q01	A B C D* Uw			

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX

機 密
CONFIDENTIAL

題目分析報告 (以基本能力為序) — 非華語學生
Item Analysis Report (sorted by Basic Competencies) – Non-Chinese Speaking (NCS) Students

學校:
School:

級別 Level: 小六 Primary 6

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校非華語學生 百分率 School percentage of NCS students	全港非華語學生 百分率 Territory-wide percentage of NCS students
Listening	L3-L1-P4BC Discriminating between words with a range of vowel and consonant sounds Question: Intext - discriminating between words with a range of vowel and consonant sounds	6EL1	PIA Q01		0 1 Uw		
					0 1 Uw		
		6EL1 6EL2	PIB Q01	A B C D* Uw			
		6EL2 6EL3	PIA Q01	A* B C D Uw			



Report – Students with SEN

SAMPLE

School Report

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
學校報告 — 有特殊教育需要學生
School Report – Special Educational Needs (SEN) Students

機密
CONFIDENTIAL

學校：
School:

級別 Level: 小六 Primary 6

英語語文 English Language					
卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average ¹ (B)	學校有特殊教育 需要學生百分率 School percentage of SEN students ² (%) (B/A × 100%)	全港有特殊教育 需要學生百分率 Territory-wide percentage of SEN students ² (%)
6EL1: 聆聽 Listening	1	28			
6EL2: 聆聽 Listening	6	28			
6EL3: 聆聽 Listening	0	28			
6ERW1: 閱讀 Reading	3	32			
6ERW2: 閱讀 Reading	4	32			
6ERW3: 閱讀 Reading	0	31			
6ERW1: 寫作 Writing	3	7			
6ERW2: 寫作 Writing	4	7			
6ERW3: 寫作 Writing	0	7			
說話 Speaking	0	11			

備註: ¹ 學校有5個或以上學生參與該科各能力/範疇的評估, 方可匯報相關數據。

² 本報告的評估數據包括有特殊教育需要的非華語學生, 而相關數據同時見之於非華語學生的學校報告。

Remark: ¹ Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.

² The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Non-Chinese Speaking Students.

-完-
End

IA Report (sorted by Sub-papers)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
機密
CONFIDENTIAL
題目分析報告 (以卷別為序) — 有特殊教育需要學生
Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students

學校:
School:

級別 Level: 小六 Primary 6

英語語文 English Language (Sub-paper: 6EL1 Listening)					
題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育 需要學生百分率 School percentage of SEN students	全港有特殊教育 需要學生百分率 Territory-wide percentage of SEN students	
PIA Q01		0 1 U#			
PIA Q02		0 1 U#			
PIA Q03		0 1 U#			
PIA Q04		0 1 U#			
PIA Q05		0 1 U#			
PIA Q06		0 1 U#			
PIB Q01	A B C D* U#				

IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估
Territory-wide System Assessment 20XX
機密
CONFIDENTIAL
題目分析報告 (以基本能力為序) — 有特殊教育需要學生
Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students

學校:
School:

級別 Level: 小六 Primary 6

英語語文 English Language						
範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育 需要學生百分率 School percentage of SEN students
Listening	L3-L-1-P6BC Discriminating between words with a range of vowel and consonant sounds	6EL1	PIA Q01		0 1 U#	
		6EL1	PIA Q02		0 1 U#	
		6EL1	PIB Q01	A		
		6EL2	PIB Q01	B C D* U#		
	between words with a range of vowel and consonant sounds	6EL2	PIA Q01	A*		
		6EL3	PIA Q01	B C D U#		



Online Item Analysis (OIA) Report

- schools may create teacher accounts for teachers to access the OIA report
- access the report through the BCA website
<https://www.bca.hkeaa.edu.hk>
- teacher accounts valid until 30 June 2026



Online Item Analysis Report – Teacher User Guide

<https://www.bca.hkeaa.edu.hk>



[Home](#) / [Sitemap](#) / [中文](#)



ID: [Login](#)
Password:

Basic Competency Assessment


In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

[Learn More](#)

What 's New


SA



Student Assessment

[Learn more](#)

TSA



Territory-Wide System Assessment

[Learn more](#)

Training and Seminars



[Learn more](#)





TSA > Primary > User Guide

[→ Introduction](#)[→ TSA News](#)[→ Question Papers
and Marking
Schemes](#)[→ TSA Report](#)[→ Quick Guide](#)[→ Forms](#)[→ FAQ](#)[→ User Guide](#)[→ Other Information](#)[→ Switch to
Secondary School](#)

User Guide

The HKEAA provides the following "User Guides" to school users:

1. [User Guide for School Administrator](#)

The "User Guide for School Administrator" provides schools with information on school administration, e.g. uploading student data by batch, nominating Assessment Administration Supervisors, etc.

2. [Online Item Analysis \(OIA\) Report - Management User Guide](#)

The "Online Item Analysis (OIA) Report - Management User Guide" provides information on how to create and manage teacher user accounts.

3. [Online Item Analysis \(OIA\) Report - Teacher User Guide](#)

The "Online Item Analysis (OIA) Report - Teacher User Guide" provides information on viewing the online IA report.

4. [Manual for the 3 Years' Performance in the Online Item Analysis Report](#)

The "Manual for the 3 Years' Performance in the Online Item Analysis Report" provides information on viewing the 3 Years' Performance in the online IA report.

Online Item Analysis Report (sorted by Basic Competencies)

SAMPLE

Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Skill

Listening

Reading

Writing

Speaking

Remarks


Question Paper

Marking Scheme

Page 2 of 2

Go to page Go

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基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents Question Intent gist / main ideas Suggested Follow-up Activities 3 Years' Performance 	6EL1	P2_Q06	A Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			B Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			C Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			D* Students were able to identify the main idea that Grandpa is generous.	-	0.0%	N.A.

Subject
&
Level

Basic
Competency



Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Sub-paper &
Item No.

Listening

Remarks

Question

Page 2 of 2

Go to page Go

<< < 1 2 > >>

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School	全港百分率 Territory-wide
L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents.	6EL1	P2_Q06	A Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
Question Intent - gist / main ideas			listening for gist / main ideas	-	0.0%	N.A.
Suggested Follow-up Activities			C Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
3 Years' Performance			D* Students were able to identify the main idea that Grandpa is generous.	-	0.0%	N.A.

Explanation of
Options

Question
Intent



★ 6 E L 1 ★



請把電腦條碼貼在方格內
Please stick the barcode label in the box.

Education Bureau Territory-wide System Assessment 20XX Primary 6 English Language Listening

Instructions:

學生須知：

1. Stick barcode labels on pages 1, 3 and 5 in the spaces provided.
在第 1、3 及 5 頁的適當位置貼上電腦條碼。
2. There are 3 parts in this Question-Answer Booklet. Answer all questions.
本卷共有 3 部分，全部題目均須作答。
3. Do not write in the margins.
請勿在框線以外書寫。
4. Time allowed is about 30 minutes.
評估時限約為 30 分鐘。

Question
Paper

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening Reading Writing Speaking Remarks

Question Paper

Marking Scheme

6EL1

6EL2

6EL3

基本能力
Basic Competency

paper

no.

選項
Option

L4-L-3-P6BC

Using a range of strategies to understand the meaning of simple texts in familiar contexts which are delivered clearly in familiar accents
Question Intent - gist / main ideas

Suggested Follow-up Activities

3 Years' Performance



6EL1

P2_Q06

A

Students might not have been able to identify the main idea and might have just guessed.

B

Students might not have been able to identify the main idea and might have just guessed.

C

Students might not have been able to identify the main idea and might have just guessed.

D*

Students were able to identify the main idea that Grandpa is generous.



TSA20XX_6EL1_MS - Google Chrome
 bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=6EL1&pdfType=markingReference

Education Bureau
 Territory-wide System Assessment 20XX
 Primary 6 English Language
 Listening
 Marking Scheme

6EL1

Part 1A

1. Ho	Remarks <ul style="list-style-type: none"> Award a score of 1 for each correct answer Award a score of 0 for an incorrect answer or unattempted question Do not penalize students for wrong use of capitalization or spelling mistakes that do not interfere with the communication of ideas.
2. D	
3. 16	
4. 10/10 th	
5. 4	
6. Best	

Part 1B

1. D	Remarks
------	----------------

Online Item Analysis Report

Territory-wide System Assessment 20XX
 School : P999
 P6 English

Listening Reading Writing Speaking Remarks

Question Paper Marking Scheme

6EL1
6EL2
6EL3

Marking Scheme

基本能力 Basic Competency	卷別 Sub- part	系統 Item no.	
	6EL1	P1A Q01	-
	6EL1	P1A Q02	-
Sound discrimination	6EL1 6EL2	P1B Q01 P1B Q01	<p>A</p> <p>Students might not have been able to distinguish Thomas /tɒməs/ from 'Tony' /təʊni/.</p> <p>B</p> <p>Students might not have been able to distinguish Timmy /tɪmi/ from 'Tony' /təʊni/.</p> <p>C</p> <p>Students might not have been able to distinguish</p>

Suggested Follow-up Activities

3 Years' Performance



https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6EL1&q...
 bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6EL1&quest...

6EL1-P2 Q06 ←


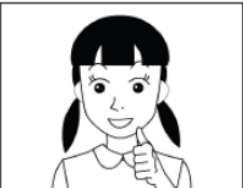
Tapescript

Learning Objective:
 Language forms and communicative functions, Language skills and language development strategies, Generic skills

6. How does the writer feel when her grandpa says this?

☐ A ☐ B

☐ C ☒ D

Question intent :
 listening for gist / main ideas

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade
L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents Question Intent - gist / main ideas	6EL1	P2 Q06	A Students might not have been able to identify the main idea and might have just guessed.	-
			B Students might not have been able to identify the main idea and might have just guessed.	-
			C Students might not have been able to identify the main idea and might have just guessed.	-
			D* Students were able to identify the main idea that Grandpa is generous.	-

Item No.

Suggested Follow-up Activities

3 Years' Performance



https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6EL1&q...
bca.hkeaa.edu.hk/bca/eor/iar/viewQuestionImages.do?paperCode=6EL1&quest...

6EL1-I Tapescript

Tapescript

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

6. How does the writer feel when her grandpa says this?



☐ A.

☐ B.



☐ C.

☒ D.

Question intent :

listening for gist / main ideas

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P000

6EL1-P2 Q06 (Tapescript)

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

Miss Chan:

Every Sunday we go to a fast food shop.
He has congee and I have noodles with a pork chop.
He says, "Order anything. Never mind the price!"
Thank you, Grandpa, for being so nice.

Question intent :

listening for gist / main ideas

Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 2 of 2

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基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分 / 等級 Score / Grade	學校百分率 School percentage	全港百分率 Territory- wide percentage
L4-L-3-P6BC Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents Question Intent - gist / main ideas	6EL1	P2_Q06	A Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			B Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			C Students might not have been able to identify the main idea and might have just guessed.	-	0.0%	N.A.
			D* Students were able to identify the main idea that Grandpa is generous.	-	0.0%	N.A.

Suggested Follow-up Activities

3 Years' Performance



3 Years' Performance Chart

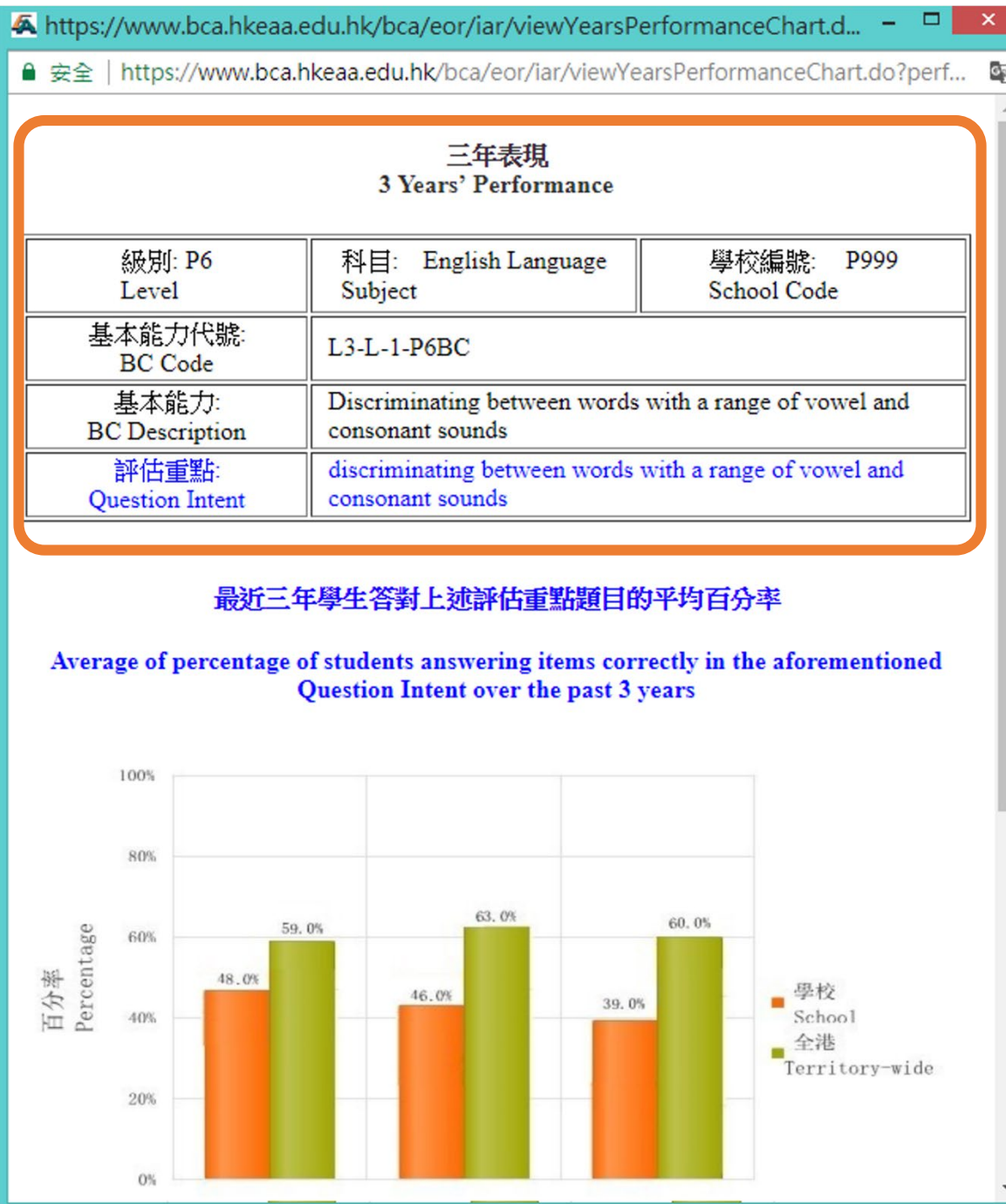
Primary 3

English Language

Primary 6

English Language

Personal Profile



Page 2 of 2

to page Go

< 1 2 > >>

百分率 School percentage	全港百分率 Territory- wide percentage
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.

3 Years'
Performance
Chart



Primary 3

English Language

Primary 6

English Language

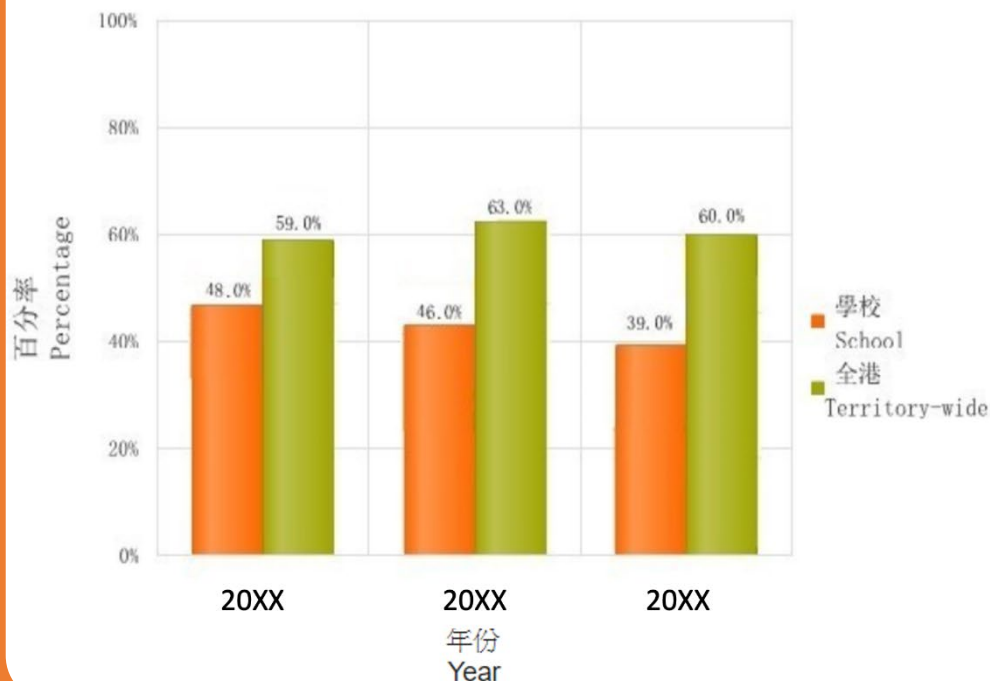
Personal Profile

3 Years' Performance Chart

https://www.bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?performSchoolCode=P999...
bca.hkeaa.edu.hk/bca/eor/iar/viewYearsPerformanceChart.do?performSchoolCode=P999...

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years



備註 Remarks:

- a) 學校數據是指該校學生答對相關題目的平均百分率。
School data refers to the average of percentage of students answering related item(s) correctly in that school.
- b) 全港數據是指所有參與學生答對相關題目的平均百分率。
Territory-wide data refers to the average of percentage of all participating students answering related item(s) correctly.
2. 如上圖沒有顯示某一年的棒條，即表示該年沒有相應的評估題目。
In cases where no corresponding bars for a particular TSA year are shown above, this means that items in question did not appear in that year.

Page 2 of 2

Go to page Go

<< < 1 2 > >>

學校百分率 School percentage	全港百分率 Territory-wide percentage
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.
0.0%	N.A.



Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 1 of 3

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基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues.	6ERW1 6ERW2	P1_Q01 P1_Q01	A Students might have been distracted by 'two sizes'.	-	0.0%	N.A.
Question Intent - specific information			scanning for specific information	-	0.0%	N.A.
Suggested Follow-up Activities			or three stores.	-	0.0%	N.A.
Years' Performance			C* Students were able to identify all the four colours.	-	0.0%	N.A.
			D Students might have taken 'Green' in the company name as a colour of the mug in addition to the four colours.	-	0.0%	N.A.

Question Intent

6ERW1-P1 Q01 / 6ERW2-P1 Q01

Supplementary Information

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies

1. The travel mug comes in _____ colours.

- ☐ A. two
- ☐ B. three
- ☒ C. four
- ☐ D. five

Question intent :

scanning for specific information

Follow-up
Activities

3 Years' Performance



6ERW1-P1 Q01 / 6ERW2-P1 Q01 (Supplementary Information)

Learning Objective:

Language forms and communicative functions, Language skills and language development strategies, Generic skills

Jason is reading some information about a travel mug.

Read the information.

www.supergreen.com.hk

Super Green

Search

Travel Mug

Winner of Hong Kong Products Award 2018

Looking for a present for Father's Day?
This travel mug is your best choice!

Product information

- ◇ comes in two sizes
- ◇ available in pink, blue, white and black
- ◇ made of extra-strong plastic and steel
- ◇ suitable for hot and cold drinks but not for cola or beer
- ◇ safe to wash in dishwasher
- ◇ 100% designed and made in Hong Kong

You may also like

lunch box

sports water bottle

Where to buy

Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 1 of 3

Go to page Go

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基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
L3-R-5-P6BC Using a range of reading strategies to understand the meaning of simple texts with the help of cues Question Intent - specific information <div>Suggested Follow-up Activities</div>	6ERW1 6ERW2	P1 Q01 P1 Q01	A Students might have been distracted by 'two sizes'.	-	0.0%	N.A.
			B Students might have been distracted by the three products or three stores.	-	0.0%	N.A.
			C* Students were able to identify all the four colours.	-	0.0%	N.A.
			D Students might have taken 'Green' in the company name as a colour of the mug in addition to the four colours.	-	0.0%	N.A.

3 Years' Performance Chart

3 Years' Performance



Primary 3

English Language

Primary 6

English Language

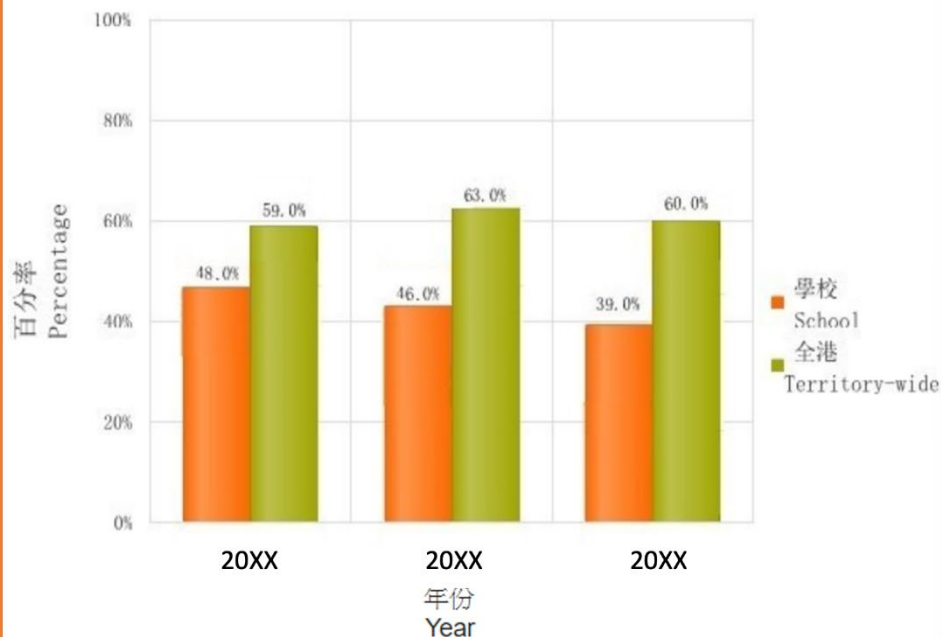
Personal Profile

三年表現 3 Years' Performance

級別: P6 Level	科目: English Language Subject	學校編號: P999 School Code
基本能力代號: BC Code	L3-R-5-P6BC	
基本能力: BC Description	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	
評估重點: Question Intent	scanning for specific information	

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years



Page 1 of 3

Go to page Go

<< < 1 2 3 > >>

學校代號 School Code	學校百分率 School percentage	全港百分率 Territory-wide percentage
	0.0%	N.A.
	0.0%	N.A.
	0.0%	N.A.
	0.0%	N.A.

3 Years' Performance Chart



Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 1 of 3

Exemplar

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Performance at BC Level

Writing 6ERW1

Good Performance

題號 Item no.	選項 Option	得分 / 等級 Score / Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
P5 (C)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	4	0.0%	N.A.
	-	U#	0.0%	N.A.
(L)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	U#	0.0%	N.A.

No or invalid answer

Rated by two assessors (Writing & Speaking)

Page 1 of 3

Go to page Go

<< < 1 2 3 > >>

Writing Exemplars

reward from Dad when he showed Dad his good exam results based on the given pictures and guiding questions.

SAMPLE

Primary 3

English Language

Primary 6

English Language

Personal Profile

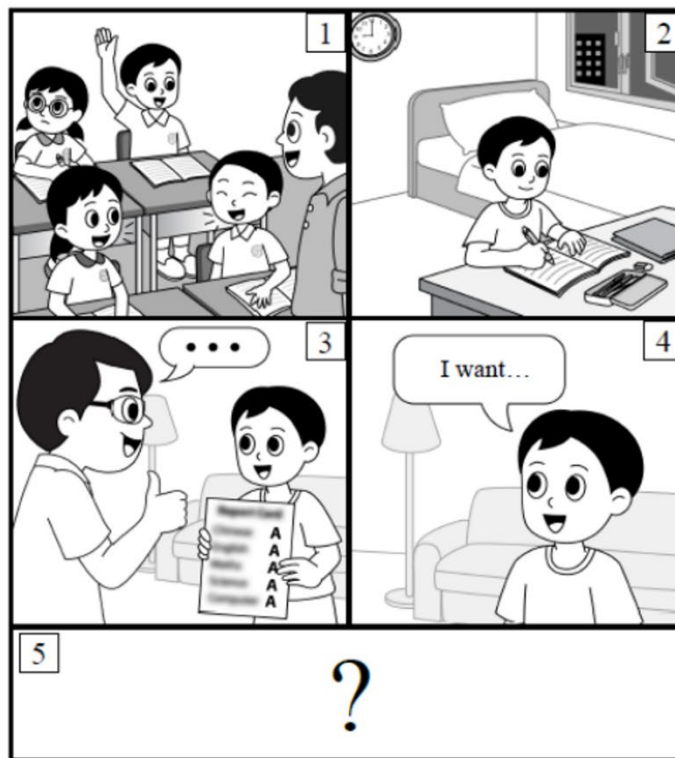
Wri
Exem

Part 5

Jason worked hard for the exam and he showed Dad his exam results.

Write a story about Jason.

Use the following pictures and ideas to write the story in about 80 words.



- In Picture 1, how did Jason behave in lessons?
- In Picture 2, how did Jason prepare for the exam at home?
- What did Dad say when Jason showed him his exam results?
- What did Jason want from Dad?
- Did Dad make Jason's wish come true? Why / Why not?
- What happened in the end?

Page 1 of 3

to page Go

> >>

分率
percentage

Page 1 of 3

to page Go

> >>



Writing Exemplars

Primary 6

English Language

Personal Profile

Writing Exemplars





Student Exemplar 1

Jason's Wish

1 Jason is a very good student. He studies for exams well and he pays attention in classes. The final exam has come. Jason keeps studying as usual. Finally the exam is over. Jason got A for all subjects!

His dad was so happy that he asked Jason what he'll wish for! Dad thought that Jason would want something expensive like, video games or phones. However, Jason just said he wanted an ice-cream!

His dad bought him an ice-cream and praised him.

Content:

- 1 Provides a factual account of the story with some details

Language:

- ◆ Uses a limited range of vocabulary with some spelling mistakes: *attention, expensive, wated (wanted)*
- Uses a limited range of sentence patterns with some grammatical mistakes:
He studies for his exam well...
His dad was so happy that he asked Jason what he'll wish for.
His dad bought him an ice-cream and praised him.
- Uses a limited range of cohesive devices: *Finally, or, However*

SAMPLE

Page 1 of 3

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1 2 3 > >>

分率
percentage

Page 1 of 3

to page Go
1 2 3 > >>



Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 1 of 3

Exemplar

Go to page Go

<< < 1 2 3 > >>

Performance at BC Level

Good Performance

Writing 6ERW1

題號 Item n	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
P5 (C)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	4	0.0%	N.A.
	-	U#	0.0%	N.A.
(L)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	U#	0.0%	N.A.

No or invalid answer

Rated by two assessors (Writing & Speaking)

Page 1 of 3

Go to page Go

<< < 1 2 3 > >>

Writing Exemplars

Writing Exemplars

Primary 6

English Language

Personal Profile

Writing Exemplars

TSA20XX_P6E_good - Google Chrome
bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=122&pdfType=exemplar

Jason's Wish (6ERW1 / 6ERW2 Part 5)

Student Exemplar 5

Jason's Wish

1 "Good job, Jason! You've got another question answered correctly," praised Mr. Robinson, the English teacher. In the English lessons of Class 6A, everyone but Jason was chit-chatting, daydreaming, and not paying attention to the teacher. And as exams were coming, even, he paid extra attention in class and revises diligently without anyone reminding him in order to fulfill his wish.

1 Two weeks later, after exams ended, Jason showed his report card to his father joyfully. He got straight As! "Impressive, my dear son," said father. "Now, what do you want as a gift?"

4 I wish...

Jason smiled and started speaking, but hesitated. Finally, he frowned and said, "I want a happy family." His father, hearing his words, stared at the floor, feeling guilty. "I'm sorry, son," apologized father. "Mother and I argue a lot lately because we've been stressed out. But I promise I'll try to keep in harmony with your mother."

1
2 Because of Jason's special wish, 10 years later, their family lived in a large mansion, enjoying their holidays, having the best time of their lives.

Content:

1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently

2 An appropriate ending

Language:

◆ Uses a small range of vocabulary and expressions with few spelling mistakes :
diligently (diligently) without anyone reminding him, joyfully, impressive, hesitated, frowned, feeling guilty, apologized, keep in harmony

.... Uses a small range of sentence patterns:
...he paid extra attention in class and revises diligently without anyone reminding him in order to fulfill his wish.

SAMPLE

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分率
percentage

Page 1 of 3

to page Go
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SAMPLE

Education Bureau
Territory-wide System Assessment 20XX
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW1

Part 5 (Jason's Wish)

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides a factual account of the event with some details but lacks clarity OR Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write the event by giving very limited information/ideas only OR Provides unclear or disconnected information/ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening Reading **Writing** Speaking Remarks

Question Paper

Marking Scheme

Exemplar

6ERW1

6ERW2

6ERW3

Marking Scheme

題號 Item no.	選項 Option	分/等級 Score/Grade	學校百分比 School percentage
-	-	0	0.0%
-	-	1	0.0%
-	-	2	0.0%
-	-	3	0.0%
-	-	4	0.0%
-	-	U#	0.0%
-	-	0	0.0%
-	-	1	0.0%
-	-	2	0.0%
-	-	3	0.0%
-	-	U#	0.0%

No or invalid answer

Rated by two assessors (Writing & Speaking)



Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening Reading Writing **Speaking** Remarks

Question Paper

Marking Scheme

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<< < 1 > >>

Question
Paper

6ES01

6ES02

6ES03

6ES04

6ES09

6ES10

6ES11

6ES12

Speaking

Assessment Item	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
1. Reading Aloud	0 1 2 3 4 U#	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	N.A. N.A. N.A. N.A. N.A. N.A.
2. Teacher-Student Interaction: Content	0 1 2 3 4 U#	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	N.A. N.A. N.A. N.A. N.A. N.A.
3. Teacher-Student Interaction: Language	0 1 2 3 U#	0.0% 0.0% 0.0% 0.0% 0.0%	N.A. N.A. N.A. N.A. N.A.
4. Presentation: Content	0 1 2 3	0.0% 0.0% 0.0% 0.0%	N.A. N.A. N.A. N.A.

Part 1: Reading Aloud - Google Chrome

bca.hkeaa.edu.hk/bca/eor/lar/openPdf.do?paperCode=6ES01&pdfType=questionPaper

6ES01

Education Bureau

Territory-wide System Assessment 20XX

Primary 6

English Language

Speaking

Preparation Time: 2 minutes

Assessment Time: 3 minutes

SAMPLE

Primary 3English LanguagePrimary 6English LanguagePersonal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX
School : P999
P6 English

ListeningReadingWritingSpeakingRemarks

Question PaperMarking Scheme

6ES01
6ES02
6ES03
6ES04
6ES09
6ES10
6ES11
6ES12

Speaking

Assessment Item	得分/等級 Score/Grade	學校百分率 School percentage
1. Reading Aloud	0 1 2 3 4 U#	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%
2. Teacher-Student Interaction: Content	0 1 2 3 4 U#	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%
3. Teacher-Student Interaction: Language	0 1 2 3 U#	0.0% 0.0% 0.0% 0.0% 0.0%
4. Presentation: Content	0 1 2 3	0.0% 0.0% 0.0% 0.0%

Question Paper



SAMPLE

6 E S O 1

Part 1: Reading Aloud

Read the following text aloud.

Lunchtime at School

At school, we have lunch at 12:30. We eat in the classroom with our class teacher. After that, we have 30 minutes' free time.

Some of us go to the library to read books. Some go to the playground to play games. Teachers also prepare different kinds of activities for us to join. I like playing badminton in the hall the most.

Part 2: Teacher-Student Interaction

The teacher will ask you some questions. Answer them.

END OF PAPER

Primary 3

English Language

Primary 6

English Language

Personal Profile

Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P6 English

Listening Reading Writing **Speaking** Remarks

Question Paper Marking Scheme

6ES01

6ES02

6ES03

6ES04

6ES09

6ES10

6ES11

6ES12

Question Paper

Speaking

	得分/等級 Score/Grade	學校百分率 School percentage
1. Reading Aloud	0 1 2 3 4 U#	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%
2. Teacher-Student Interaction: Content	0 1 2 3 4 U#	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%
3. Teacher-Student Interaction: Language	0 1 2 3 U#	0.0% 0.0% 0.0% 0.0% 0.0%
4. Presentation: Content	0 1 2 3	0.0% 0.0% 0.0% 0.0%



Microsoft Word - P6 MS (All) - Google Chrome
 bca.hkeaa.edu.hk/bca/eor/iar/openPdf.do?paperCode=6ES01&pdfType=markingReference

Education Bureau
 Territory-wide System Assessment 20XX
 Primary 6 English Language
 Speaking
 Marking Scheme

P. 6

Reading Aloud

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of simple and familiar texts by reading the texts aloud with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES)	4	• Reads fluently and clearly with appropriate pausing and intonation • Makes very few or no pronunciation mistakes
	3	• Reads fluently and clearly • Makes very few or no pronunciation mistakes
	2	• Reads quite clearly • Makes some mistakes in pronunciation
	1	• Reads hesitantly with many mistakes in pronunciation • Skips words occasionally
	0	• Reads only a few words • Skips some words or phrases

SAMPLE

Online Item Analysis Report

Territory-wide System Assessment 20XX
 School : P999
 P6 English

Listening
Reading
Writing
Speaking
Remarks

Question Paper

Marking Scheme

6ES01
 6ES02
 6ES03
 6ES04
 6ES09
 6ES10
 6ES11
 6ES12

Marking Scheme

評估重點 Assessment description		
Interaction: Content	0 1 2 3 4 U#	
3.Teacher-Student Interaction: Language	0 1 2 3 U#	
4.Presentation: Content	0 1 2 3	



TSA 2007 – 2019, 2023 & 2025

P.6 English Language

(Listening, Reading and Writing)

Percentage of Primary 6 Students Achieving Basic Competency

2007	2008	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2023	2024	2025
71.3	71.5	71.6	71.7	Opt-in	72.4	Opt-in	72.0	Opt-in	72.3	Opt-in	72.8	64.3	Opt-in	70.2

- Due to H1N1 Human Swine Influenza causing the suspension of primary schools, TSA 2009 (written) was cancelled and no data has been provided.
- Since 2012, the P.6 Territory-wide System Assessment has been implemented in odd-numbered years.
- Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.



TSA 2025 P6 Listening



TSA 2025

Primary 6 English Language (Listening)

Basic Competency Descriptor

L3-L-1-P6BC

Discriminating between words with a range of vowel and consonant sounds

L4-L-2-P6BC

Understanding the use of a small range of language features in simple literary / imaginative spoken texts

L4-L-3-P6BC

Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents



TSA 2025

Primary 6 English Language (Listening)

Task	Text Type
A Flood	News and Weather Report
At a Restaurant (Blank Filling)	Note and Message
My New Computer	Poem
The Story of an Inventor	Story
School Announcements	Announcement
At a Restaurant (Multiple Choice)	Note and Message
Going to the Dentist	Poem
Catching Thieves	Conversation



TSA 2025

Primary 6 English Language (Listening)

Strengths

Students were able to:

- identify the sequence of events with the help of pictorial cues given as options
- understand the connection between ideas by identifying cohesive devices
- extract a specific piece of straightforward information
- identify rhymes
- interpret similes
- discriminate between words with a range of vowel and consonant sounds
- discriminate between intonations with the expression being explicitly presented
- listen for gist / main ideas

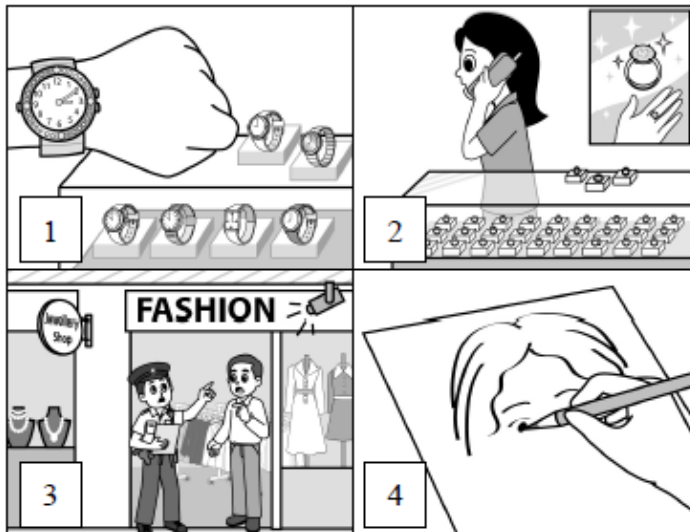


Identifying the Sequence of Events with the Help of Pictorial Cues Given as Options

6EL3 P3 Q.10

10. The following pictures are about the theft.

Put them in the correct order.



Winnie:



At around 3 p.m., two thieves came into my shop. They acted like customers. The man asked me to show him some expensive watches. Then, the woman wanted to try on some diamond rings. Suddenly, the telephone rang. I ran to pick up the phone because my staff were out.

Police Officer: I'll get an artist to draw them after this interview.



Police Officer: My officers will interview witnesses tomorrow. They will also check the security cameras of the clothing shops nearby. At the same time, please make sure to get the security camera fixed and add more cameras. I suggest having someone to protect your shop. Besides, placing more mirrors in your shop can help. You can easily see what people are doing in your shop. If you have any questions... (fade out)]



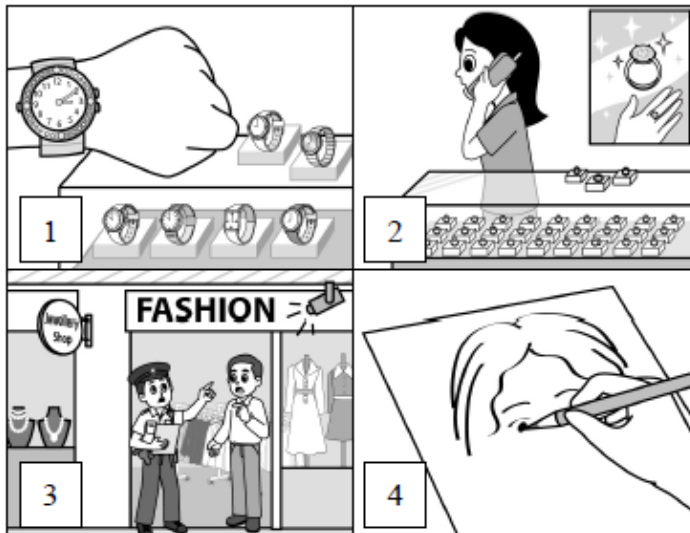
- ☒ A. 1 → 2 → 4 → 3
- ☐ B. 3 → 4 → 1 → 2
- ☐ C. 1 → 3 → 4 → 2
- ☐ D. 4 → 2 → 3 → 1

Students were able to follow the conversation and identify the sequence of events.

Identifying the Sequence of Events with the Help of Pictorial Cues Given as Options

10. The following pictures are about the theft.

Put them in the correct order.



Winnie:

At around 3 p.m., two thieves came into my shop. They acted like customers. The man asked me to show him some expensive watches. Then, the woman wanted to try on some diamond rings. Suddenly, the telephone rang. I ran to pick up the phone because my staff were out.

Police Officer: I'll get an artist to draw them after this interview.

Police Officer: My officers will interview witnesses tomorrow. They will also check the security cameras of the clothing shops nearby. At the same time, please make sure to get the security camera fixed and add more cameras. I suggest having someone to protect your shop. Besides, placing more mirrors in your shop can help. You can easily see what people are doing in your shop. If you have any questions... (fade out)]

- ☒ A. 1 → 2 → 4 → 3
- ☐ B. 3 → 4 → 1 → 2
- ☐ C. 1 → 3 → 4 → 2
- ☐ D. 4 → 2 → 3 → 1

Students were able to follow the conversation and identify the sequence of events.

Understanding the Connection Between Ideas by Identifying Cohesive Devices

4. How did the villagers go to the shelter?



☐ A.

☐ B.



☐ C.

☒ D.

6EL1 P1A/6EL3 P1B Q.4



Students were able to connect ideas by identifying the pronoun references when they heard the reporter say, 'Villagers had to leave their homes and go to a shelter. It was a difficult trip for them. They had to walk through flooded streets.' They could connect the pronoun 'It' refers to the difficult trip to the shelter, and the pronouns 'them' and 'they' refer to the villagers. They then concluded that going to the shelter was a difficult trip for the villagers because they had to walk through flooded streets.

Reporter: Yesterday, heavy rainfall caused serious flooding in areas such as Wong Tai Sin, Sai Kung, Kowloon Tong and Kwun Tong. Among these areas, Sai Kung was the most flooded. There were reports of rainwater rushing into village houses. Villagers had to leave their homes and go to a shelter. It was a difficult trip for them. They had to walk through flooded streets. Luckily, no one was hurt.

Understanding the Connection Between Ideas by Identifying Cohesive Devices

4. How did the villagers go to the shelter?



☐ A.

☐ B.



☐ C.

☒ D.

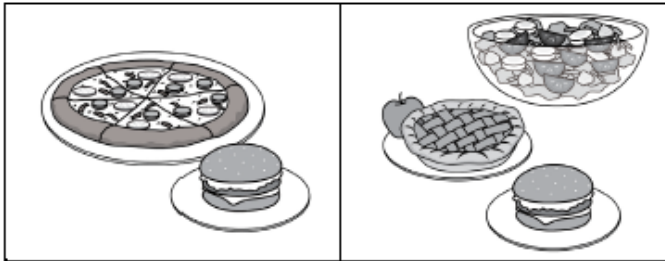
6EL1 P1A/6EL3 P1B Q.4

Students were able to connect ideas by identifying the pronoun references when they heard the reporter say, 'Villagers had to leave their homes and go to a shelter. It was a difficult trip for them. They had to walk through flooded streets.' They could connect the pronoun 'it' refers to the difficult trip to the shelter, and the pronouns 'them' and 'they' refer to the villagers. They then concluded that going to the shelter was a difficult trip for the villagers because they had to walk through flooded streets.

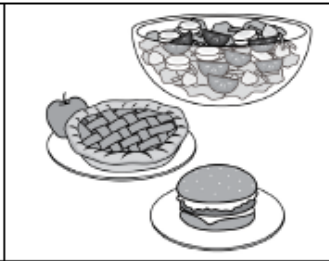
Reporter: Yesterday, heavy rainfall caused serious flooding in areas such as Wong Tai Sin, Sai Kung, Kowloon Tong and Kwun Tong. Among these areas, Sai Kung was the most flooded. There were reports of rainwater rushing into village houses. Villagers had to leave their homes and go to a shelter. It was a difficult trip for them. They had to walk through flooded streets. Luckily, no one was hurt.

Understanding the Connection Between Ideas by Identifying Cohesive Devices

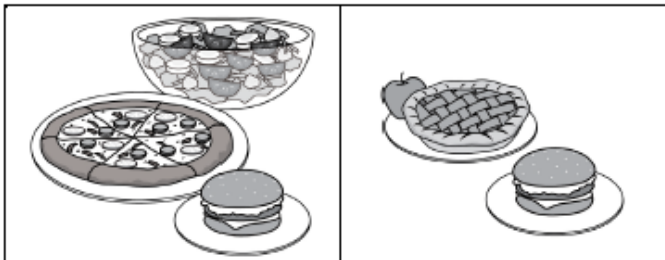
3. What kinds of dishes did Maggie's group have?



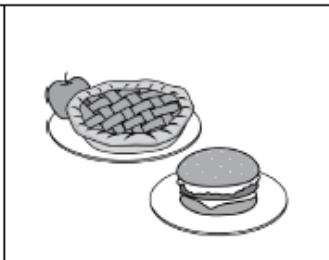
☐ A.



☐ B.



☒ C.



☐ D.

6EL2 P1B/6EL3 P1A Q.3



Students were able to understand the connection of ideas by identifying the cohesive devices 'and' and 'but'. They worked out what Maggie's group had ordered from 'We had four burgers and five pizzas. Oh! And a salad too!' and 'We wanted to try your famous apple pie, but it was sold out.'.

Manager: I see. What did your group order tonight?

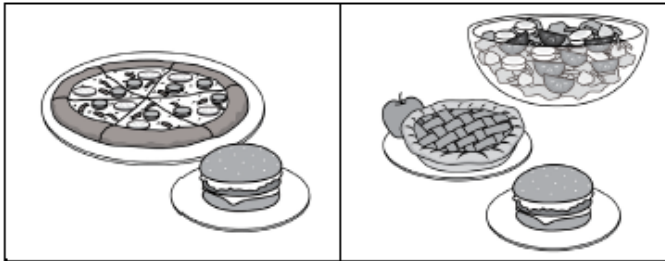
Maggie: We had four burgers and five pizzas. Oh! And a salad too!

Manager: Did you try our desserts?

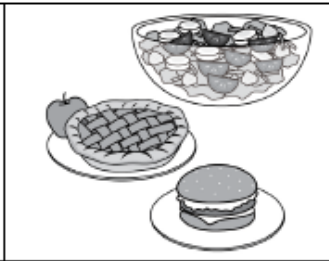
Maggie: No. We wanted to try your famous apple pie, but it was sold out.

Understanding the Connection Between Ideas by Identifying Cohesive Devices

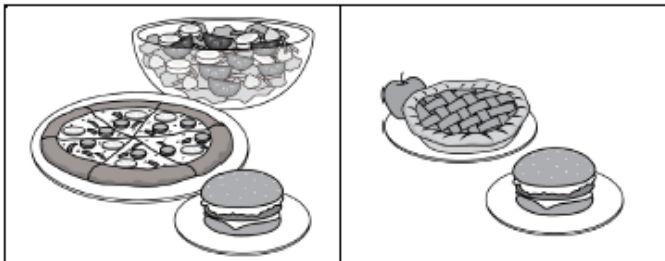
3. What kinds of dishes did Maggie's group have?



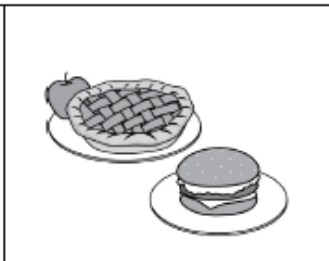
☐ A.



☐ B.



☒ C.



☐ D.

6EL2 P1B/6EL3 P1A Q.3

Students were able to understand the connection of ideas by identifying the cohesive devices 'and' and 'but'. They worked out what Maggie's group had ordered from 'We had four burgers and five pizzas. Oh! And a salad too!' and 'We wanted to try your famous apple pie, but it was sold out.'.

Manager: I see. What did your group order tonight?

Maggie: We had four burgers and five pizzas. Oh! And a salad too!

Manager: Did you try our desserts?

Maggie: No. We wanted to try your famous apple pie, but it was sold out.

Extracting a Specific Piece of Straightforward Information

6EL1 P1B Q.5



Students were able to extract the specific piece of straightforward information, '42170026' when they heard Maggie telling the manager her phone number.

Big Tummy's Kitchen

Customer's name: *Maggie*

1. Number of customers: 10 // ten

Food ordered: a) 4 burgers
b) 5 pizzas
2. c) a salad

Comments: (Tick ☒ the box)

3. a) Food	<input checked="" type="checkbox"/>	
b) Staff	<input checked="" type="checkbox"/>	
c) Place	<input checked="" type="checkbox"/>	
d) Menu	<input type="checkbox"/>	

Notes: more vegetable // vegetarian dishes

4. Customer's phone number: 4217 0026

5. Discount coupon: use until 3 // 03 / 5 // 05 / 20XX
day month year

6.

Manager:

Maggie:

I see. Let me put that down in the 'Notes' section. *(Slowly)* 'More vegetable dishes'. Thanks for sharing your thoughts with us. We'd like to give you a discount coupon in return. May I have your phone number? We'll send you the coupon later.

It's four-two-one-seven-double-zero-two-six.



Extracting a Specific Piece of Straightforward Information

6EL1 P1B Q.5

Students were able to extract the specific piece of straightforward information, '42170026' when they heard Maggie telling the manager her phone number.



Big Tummy's Kitchen

Customer's name: *Maggie*

1. Number of customers: 10 // ten

Food ordered: a) 4 burgers
b) 5 pizzas
2. c) a salad

Comments: (Tick ☒ the box)

		
3. a) Food	<input checked="" type="checkbox"/>	
b) Staff	<input checked="" type="checkbox"/>	
c) Place	<input checked="" type="checkbox"/>	
d) Menu	<input type="checkbox"/>	

Notes: more vegetable // vegetarian dishes

4. Customer's phone number: 4217 0026

5. Discount coupon: use until 3 // 03 / 5 // 05 / 20XX
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Manager:

I see. Let me put that down in the 'Notes' section. *(Slowly)* 'More vegetable dishes'. Thanks for sharing your thoughts with us. We'd like to give you a discount coupon in return. May I have your phone number? We'll send you the coupon later.

Maggie:

It's four-two-one-seven-double-zero-two-six.



Extracting a Specific Piece of Straightforward Information

6EL2 P1A Q.3



3. Students can join up to _____ events.

- ☐ A. two
- ☒ B. three
- ☐ C. four
- ☐ D. five

Students were able to extract the relevant information 'no more than three events'.

Mr Leung: [Good morning, everyone. This is Mr Leung. The Sports Day this year is very special. To celebrate our school's 100th anniversary, we've invited Mr Johnny Tam to be our guest. He's the Sportsman of the Year. As usual, we'll have events such as the 50-metre run, bean bag throwing and cheering competitions. We'll also have a new event this year. It's called the 'egg-and-spoon race'. Remember, you can sign up for no more than three events. If you have any questions, you can come to Staff Room 4 to have a chat with me.



Extracting a Specific Piece of Straightforward Information

6EL2 P2 Q.1

1. The writer _____ at night.

- ☐ A. brushed his teeth
- ☒ B. ate sweet food
- ☐ C. loved to bake
- ☐ D. did not sleep

Students were able to extract the specific piece of straightforward information 'ate sweet food' when they heard Jimmy say '*I had cookies, cakes, or something else sweet.*'.

①[Every night before I went to sleep,
I had cookies, cakes, or something else sweet.
Didn't brush for weeks or take much care,
So now I'm here in the dentist's chair.]①



Extracting a Specific Piece of Straightforward Information

6EL2 P2 Q.1



1. The writer _____ at night.

- ☐ A. brushed his teeth
- ☒ B. ate sweet food
- ☐ C. loved to bake
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①[Every night before I went to sleep,
I had cookies, cakes, or something else sweet.
Didn't brush for weeks or take much care,
So now I'm here in the dentist's chair.]①



Identifying Rhymes

2. You will hear four words. Which word rhymes with 'day'?

6EL1/6EL3 P2 Q.2

- ☐ A. *new*
- ☐ B. *films*
- ☐ C. *said*
- ☒ D. *play*

Students were able to identify that 'day' and 'play' shared the same ending sound /eɪ/, and were a pair of rhyming words.

Question 2. You will hear four words. Which word rhymes with 'day'?

A. new B. films C. said D. play (beep) (8-second pause)



Identifying Rhymes

2. You will hear four words. Which word rhymes with 'day'?

6EL1/6EL3 P2 Q.2



- ☐ A. *new*
- ☐ B. *films*
- ☐ C. *said*
- ☒ D. *play*

Students might not have been able to distinguish between the ending sounds /eɪ/ in 'day' and the other ending sounds.

Students were able to identify that 'day' and 'play' shared the same ending sound /eɪ/, and were a pair of rhyming words.

Question 2. You will hear four words. Which word rhymes with 'day'?

A. new B. films C. said D. play (beep) (8-second pause)

Interpreting Similes

For NCS students

P6 English Listening

3. The writer thought he was _____.

- ☒ A. brave
- ☐ B. evil
- ☐ C. funny
- ☐ D. scary

②[Fought evil dragons coming near.

// I was like a lion with no fear. //

Spent my nights and days on the screen,
only did my homework in my dreams.]②

6EL1 P2/6EL3 P2 Q.3

Students were able to understand that '*I was like a lion with no fear.*' means the writer thought he was brave.



Interpreting Similes

For general students

P6 English Listening

3. The writer thought he was _____.

- ☒ A. brave
- ☐ B. evil
- ☐ C. funny
- ☐ D. scary

②[Fought **evil** dragons coming near.

// I was like a lion with no fear. //

Spent my nights and days on the screen,
only did my homework in my dreams.]②

6EL1 P2/6EL3 P2 Q.3



Students were able to understand that '*I was like a lion with no fear.*' means the writer thought he was brave.

Students might have been distracted by 'evil', or not have been able to understand 'I was like a lion with no fear' and just made a guess.

Students might not have been able to understand 'I was like a lion with no fear' and just made a guess.



Discriminating Between Words with a Range of Vowel and Consonant Sounds

6EL1 P1A/6EL3 P1B Q.1



1. Who is reading the news?

- ☐ A. Biff So
- ☒ B. Cliff So
- ☐ C. Griff So
- ☐ D. Jiff So

Students were able to recognise the initial consonant /klɪf/ in 'Cliff' as well as /bɪf/, /grɪf/ and /dʒɪf/.

Reporter: [Good morning, this is Cliff So. Typhoon Megan is moving away from the city. Typhoon Signal Number 8 will be lowered to Number 3 this afternoon. So far, the government has received nine reports of flooding, twenty-five reports of fallen trees and four reports of landslides.



Discriminating Between Words with a Range of Vowel and Consonant Sounds

6EL1 P1A/6EL3 P1B Q.1

1. Who is reading the news?

- ☐ A. Biff So
- ☒ B. Cliff So
- ☐ C. Griff So
- ☐ D. Jiff So

Students were able to recognise the initial consonant /klɪf/ in 'Cliff' as well as /brɪf/, /grɪf/ and /dʒɪf/.

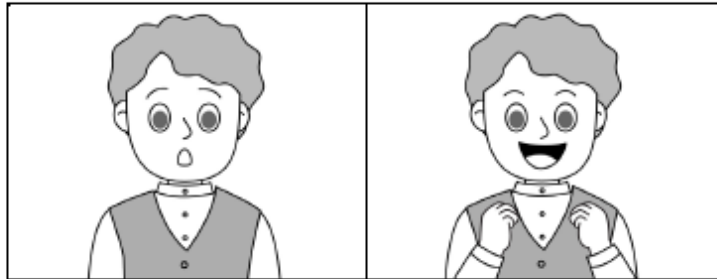
Students might not have been able to distinguish between the initial consonant blend /gr/ in 'Griff' and /kl/ in 'Cliff'.

Reporter: [Good morning, this is Cliff So. Typhoon Megan is moving away from the city. Typhoon Signal Number 8 will be lowered to Number 3 this afternoon. So far, the government has received nine reports of flooding, twenty-five reports of fallen trees and four reports of landslides.



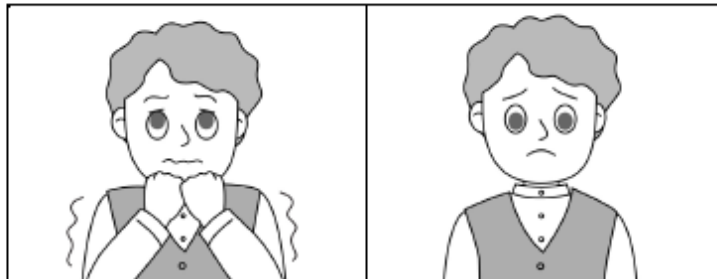
Discriminating Between Intonations with the Expression Being Explicitly Presented

3. How did Charlie feel?



☐ A.

☒ B.



☐ C.

☐ D.

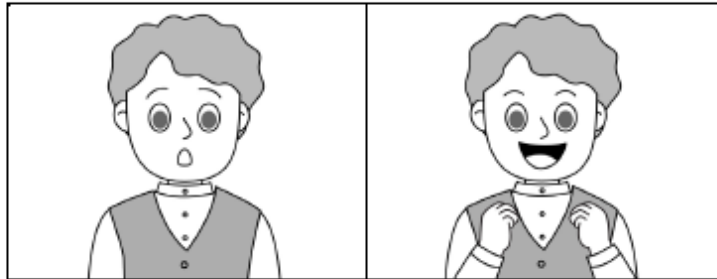
6EL1/6EL2 P3 Q.3

Students were able to discriminate between the expressions of shock, excitement, scare and sadness, and identify that Charlie was excited when he said 'Someday I'll make something that everyone will find amazing!'

Miss Tam: [Once upon a time in Graft Village, there was a boy named Charlie. Charlie had many creative ideas and he loved to make new inventions. But the villagers disliked change and new things. They often laughed at the things he made, calling them 'foolish inventions'. Even so, Charlie kept inventing and telling himself, // 'Someday I'll make something that everyone will find amazing!' (excited tone) //

Discriminating Between Intonations with the Expression Being Explicitly Presented

3. How did Charlie feel?



☐ A.

☒ B.



☐ C.

☐ D.

6EL1/6EL2 P3 Q.3

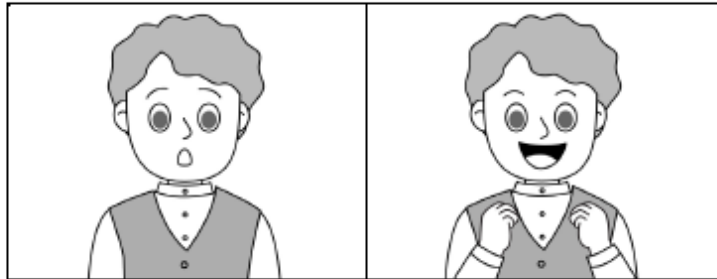


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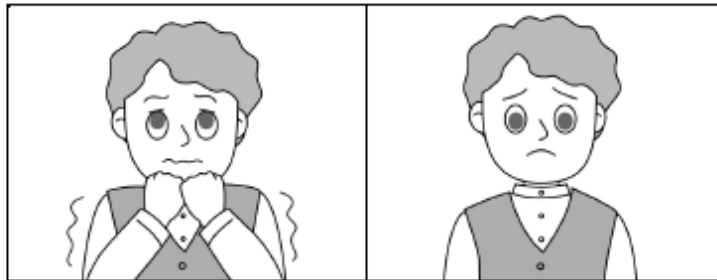
Discriminating Between Intonations with the Expression Being Explicitly Presented

3. How did Charlie feel?



☐ A.

☒ B.



☐ C.

☐ D.

6EL1/6EL2 P3 Q.3

Students were able to discriminate between the expressions of shock, excitement, scare and sadness, and identify that Charlie was excited when he said 'Someday I'll make something that everyone will find amazing!'

Miss Tam: [Once upon a time in Graft Village, there was a boy named Charlie. Charlie had many creative ideas and he loved to make new inventions. But the villagers disliked change and new things. They often laughed at the things he made, calling them 'foolish inventions'. Even so, Charlie kept inventing and telling himself, // 'Someday I'll make something that everyone will find amazing!' (excited tone) //

TSA 2025

Primary 6 English Language (Listening)

Good Performance

Students with good performance were able to:

- extract specific information
- listen for gist / main ideas
- predict the likely development of the text



Extracting a Specific Piece of Straightforward Information

6EL1 P1B Q.6



6. Discount coupon: use until 3//03 / 5//05//May/ 20XX
day month year

Students were able to extract the specific information ‘the third of May’ from ‘*You can use the coupon on or before the third of May.*’.



Listening for Gist / Main Ideas

6EL3 P3 Q.9



9. In the last part, the police officer mainly talks about _____.

- ☐ A. duties of the police
- ☐ B. how to fix security cameras
- ☒ C. ways to stop thieves
- ☐ D. why mirrors are important

Students were able to follow the conversation and identify that the last part is mainly about ways to stop thieves.

Students might have been distracted by 'placing more mirrors in your shop can help' and/or 'You can easily see *what people are doing*', and misinterpreted the last part to be about why mirrors are important.

Students might have been distracted by '*get the security camera fixed*' and misinterpreted the last part to be about how to fix security cameras.

Predicting the Likely Development of the Text

6EL1/6EL3 P2 Q.5



5. In the end, the writer would most likely _____.

- ☐ A. play games in secret
- ☐ B. keep dreaming
- ☒ C. go outdoors more
- ☐ D. take the tests again

Students were able to follow the poem and predict that the writer would go outdoors more after hearing '*spend more free time in the sun*'.

Students might not have been able to follow the poem and just made a guess, or have been distracted by '*Test results came back and scores were low*'.

TSA 2025

Primary 6 English Language (Listening)

Weaknesses

Students found it difficult to:

- identify main ideas
- understand ideas linked by cohesive devices
- put down simple words



Listening for Gist / Main Ideas

6EL1/6EL2 P3 Q.10

10. What is the best title for the story?

- ☒ A. The Great Invention
- ☐ B. The Huge Village Fire
- ☐ C. The Proud Robot
- ☐ D. The Terrible Villagers

Students might have been distracted by 'proud of... your invention' and mistaken 'The Proud Robot' to be the best title for the story.



Listening for Gist / Main Ideas

6EL1/6EL2 P3 Q.10

10. What is the best title for the story?

- ☒ A. The Great Invention
- ☐ B. The Huge Village Fire
- ☐ C. The Proud Robot
- ☐ D. The Terrible Villagers

Students might have been distracted by 'a terrible fire broke out in the village' and mistaken 'The Huge Village Fire' to be the best title for the story.

Students might have been distracted by 'proud of... your invention' and mistaken 'The Proud Robot' to be the best title for the story.

Students might have been distracted by '*They often laughed at the things he made*' and/or '*They kept making bad comments about it*', and mistaken 'The Terrible Villagers' to be the best title for the story.



Understanding the Connection Between Ideas by Identifying Cohesive Devices

6EL2 P1A Q.6

6. Students should give their donations to _____ on Friday.

- ☐ A. Mr Leung
- ☐ B. Mr Johnny Tam
- ☒ C. Service Club members
- ☐ D. The New Hope

Students might have missed or not have been able to connect 'the Service Club' and 'our members on duty', and just made a guess, or been distracted by the name of a local charity 'The New Hope'.

Anna: Hi! I'm Anna Lam from the Service Club. This Friday, we'll be setting up a donation counter in the covered playground. Join us to help the needy! Donate your clothes, books and toys instead of throwing them away. However, we don't accept textbooks, computers or school uniforms. You can donate your items by handing them to our members on duty. Next week, we'll pass them to a local charity called The New Hope. Hope to see you there!]



Understanding the Connection Between Ideas by Identifying Cohesive Devices

6EL2 P1A Q.6



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- ☐ A. Mr Leung
- ☐ B. Mr Johnny Tam
- ☒ C. Service Club members
- ☐ D. The New Hope

Students might have missed or not have been able to connect 'the Service Club' and 'our members on duty', and just made a guess, or been distracted by the name of a local charity 'The New Hope'.

Anna: Hi! I'm Anna Lam from the Service Club. This Friday, we'll be setting up a donation counter in the covered playground. Join us to help the needy! Donate your clothes, books and toys instead of throwing them away. However, we don't accept textbooks, computers or school uniforms. You can donate your items by handing them to our members on duty. Next week, we'll pass them to a local charity called The New Hope. Hope to see you there!]



Understanding the Connection Between Ideas by Identifying Cohesive Devices

6EL2 P1A Q.6

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Students might have missed or not have been able to connect 'the Service Club' and 'our members on duty', and just made a guess.

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Putting Down Simple Words

6EL1 P1B Q.1

Big Tummy's Kitchen

Customer's name: Maggie

1. Number of customers: 10 // ten

Food ordered: a) 4 burgers
b) 5 pizzas
2. c) a salad

Comments: (Tick <input checked="" type="checkbox"/> the box)		
3. a) Food	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Place	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Menu	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Notes: more <u>vegetable // vegetarian</u> dishes		

5. Customer's phone number: 4217 0026

6. Discount coupon: use until 3 // 03 / 5 // 05 / 20XX
day month year

Maggie: We think your staff are very friendly. The restaurant's clean. However, most of the food here is not suitable for vegetarians like me. I think it's better to have more vegetable dishes on the menu.

Students had difficulty writing down 'vegetable / vegetarian'.



Putting Down Simple Words

6EL1 P1B Q.1



Big Tummy's Kitchen

Customer's name: Maggie

1. Number of customers: 10 // ten

Food ordered: a) 4 burgers

b) 5 pizzas

2. c) a salad

Maggie:

We think your staff are very friendly. The restaurant's clean. However, most of the food here is not suitable for vegetarians like me. I think it's better to have more vegetable dishes on the menu.

Comments: (Tick ☒ the box)

3. a) Food	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) Place	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Menu	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Putting Down Simple Words

6EL1 P1B Q.1

Big Tummy's Kitchen

Customer's name: Maggie1. Number of customers: 10 // ten

Food ordered: a) 4 burgers

b) 5 pizzas

2. c) a salad

Maggie:

We think your staff are very friendly. The restaurant's clean. However, most of the food here is not suitable for vegetarians like me. I think it's better to have more vegetable dishes on the menu.

Comments: (Tick ☒ the box)

3. a) Food	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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5. Customer's phone number: 4217 0026

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 day month year

Students had difficulty writing down 'vegetable / vegetarian'.



Performances of Primary 6 Students in Listening (2019, 2023 & 2025)

Strengths

Students were able to:

- discriminate between intonations with the expressions being explicitly presented
- understanding the connection between ideas by identifying cohesive devices
- extract a specific piece of straightforward information
- perform better in listening tasks involving familiar topics in general

Weaknesses

Students found it difficult to:

- identify main ideas involving multiple pieces of information in a spoken text
- put down simple words



Remarks

Students should:

- be exposed to a wider range of authentic spoken text / text types
- be exposed to a wider range of cohesive devices for a variety of purposes
- improve their spelling and expand their range of vocabulary



TSA 2025 P6 Speaking



Primary 6 English Language (Speaking)

Basic Competency Descriptor

L3-R-3-P6BC	Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES)
L3-S-3-P6BC	Providing and/or exchanging simple information and ideas, and attempting to provide some elaboration with the help of cues (IS, KS, ES)
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes (IS, KS, ES)
L4-S-1-P6BC	Pronouncing familiar words comprehensibly (IS, KS, ES)



TSA 2025

Primary 6 English Language (Speaking)

Reading Aloud & Teacher-Student Interaction	Presentation
Outdoor Learning Day	My Dream Holiday
My Hero	Tommy's Choice
Goodbye Everyone	Animal Protection Day
Being Late	A Hiking Trip



General Comment

Reading Aloud

Students were able to:

- read the texts aloud fluently and clearly with a few mistakes in pronunciation
 - common pronunciation mistakes, e.g.
 - 'treasure' (6ES01), 'encourages' (6ES03), 'adventure' (6ES05) and 'alarm' (6ES07)
 - dropped ending sounds, e.g.
 - 'teaches' (6ES03) and 'wanted' (6ES07)



Common Pronunciation Mistakes

Outdoor Learning Day

Last Friday, our school **held** an Outdoor Learning Day. The weather was warm and sunny. We spent the day on a farm.

In the morning, we **helped** the farmer plant some seeds and water the **vegetables**. In the afternoon, we made bread and fruit salad.

It was a tiring but fun day! We learnt that food does not come easily. We must **treasure** food.



Common Pronunciation Mistakes

My Hero

My mum is my hero. She loves and cares for me. She helps me with my homework. She is a great cook too! When I feel **upset**, she **encourages** me and **tells** me not to give up.

My mum is a **doctor**. She helps sick people get better. She **teaches** me to be kind and good. I am lucky to have such a great mum!



Common Pronunciation Mistakes

Goodbye Everyone

Time flies! Today is our last school day. I feel sad having to say goodbye to my friends and teachers. However, I'm glad that we're going on a new adventure. I hope we can learn new things and make new friends.

Thank you, classmates, for the happy memories. Thank you, teachers, for your help and support.

Goodbye for now. Let's keep in touch!



Common Pronunciation Mistakes

Being Late

Kelly and I **wanted** to go swimming. We **decided** to meet at the bus station at ten. However, I forgot to set my **alarm** clock. It was already noon when I woke up! I called Kelly **immediately**

‘I’ve already left!’ Kelly **shouted** on the phone. ‘I **called** you many times, but you didn’t answer your phone!’

Kelly is still angry with me. What should I do?



Good Performance

Reading Aloud

Students were able to:

- read a short text fluently and clearly with very few mistakes in pronunciation
- use appropriate pausing and intonation when reading the text aloud



Teacher-Student Interaction

Students were able to:

- provide relevant responses to most of the questions with some elaboration
- provide additional details on familiar topics, e.g. *their hero at home or at school associated with My Hero (6ES03)*
- *use a small range of vocabulary and sentence patterns with some grammatical mistakes*

Some students showed weakness in:

- using tenses consistently when describing past events



Teacher-Student Interaction (6ES01)

• Difficulties

Teacher-Student Interaction

6ES01

- Is there an Outdoor Learning Day at your school?

(If yes) When is the Outdoor Learning Day?

Where do you go?

What do you do?

What do you learn?

Do you enjoy the Outdoor Learning Day?

Why not?

(If no) If there was an Outdoor Learning Day,

would you like to go?

When would you like to go there?

Why would you like to go there?

What would you like to do?

What could you learn?

• Some students found the topic *Outdoor Learning Day* difficult. Even if they had such an experience, they did not know how to describe what they did and learnt on that day.

• They had difficulty answering questions or providing elaboration during the Teacher-Student Interaction.

- Do you prefer learning at school or outside school? Why?
- What other learning activities would you like to do?



Teacher-Student Interaction

Students were able to:

- provide relevant responses to most of the questions with some elaboration
- use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes



General Comment

Presentation

Students were able to:

- provide relevant information and ideas based on the pictures and written prompts
- use a small range of vocabulary and sentence patterns with some grammatical mistakes
- speak quite clearly and provide appropriate responses with a few mistakes in pronunciation
- make appropriate eye contact with the oral examiners and display awareness of audience



Presentation (6ES06)

• Difficulties

- Some students had difficulty elaborating on their ideas and only provided a brief ending.
- For some students, the expression of ideas was impeded by the lack of vocabulary.

Instruction Card

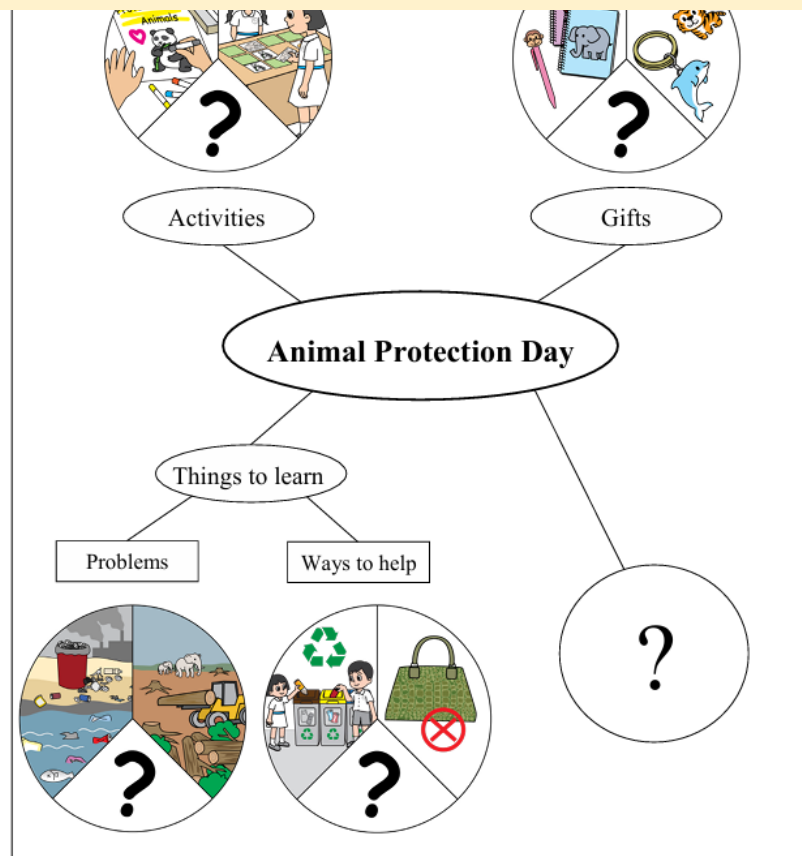
Your school is going to hold an Animal Protection Day. Use the information on the right or your own ideas to talk about the event. You will have two minutes to complete the task.

Remember:

- Do not write on this Instruction Card.
- Look at the teacher when you do the presentation.

The following questions may help you:

- When is the Animal Protection Day?
- Why is the school holding the Animal Protection Day?
- Who can join the event?
- What activities can students do?
- What gifts can students get?
- What will students learn?
- What other activities do you want to have on the Animal Protection Day? Why?
- What is your favourite animal? Why?



Good Performance Presentation

Students were able to:

- provide plenty of information and express ideas relevant to the topic
- communicate ideas very clearly with few mistakes in pronunciation
- use a small range of vocabulary, varied sentence patterns and cohesive devices with few grammatical errors
- show awareness of their audience by maintaining eye contact with the oral examiners



Performances of Primary 6 Students in Speaking (2019, 2023 & 2025)

Strengths

Students were able to:

- read the texts aloud clearly
- provide relevant responses to most of the questions with some elaboration
- provide relevant information and ideas based on prompts given when delivering a speech or telling a story

Weaknesses

Some students were unable to:

- pronounce the ending sounds in words



Remarks

Students should:

- work on the organisation of ideas to improve coherence of their speech or story
- elaborate ideas in different ways



TSA 2025 P6 Reading



TSA 2025

Primary 6 English Language (Reading)

Basic Competency Descriptor

L3-R-5-P6BC

Using a range of reading strategies to understand the meaning of simple texts with the help of cues

L3-R-6-P6BC

Applying simple reference skills with the help of cues

L4-R-4-P6BC

Understanding the use of a small range of language features in simple literary / imaginative texts



TSA 2025

Primary 6 English Language (Reading)

Task	Text Type
Rainbow Ice Cream	Product Information
Amazing Animals	Encyclopaedia Entry
Letter Writers	Article
The Good Witch	Story
Book Character Day	Poster
My Neighbours	Poem
A Study Tour	Email
Lemon Volcano	Procedural Text



TSA 2025

Primary 6 English Language (Reading)

Strengths

Students were able to:

- extract specific information
- grasp the gist
- identify details supporting the main idea
- interpret similes on familiar topics
- make simple inferences
- sequence events with the help of pictorial cues given as options
- understand the connection between ideas by identifying cohesive devices
- understand the use of onomatopoeia



Extracting Specific Information

6ERW1 P3 Q.1

1. In the old days, people contacted each other by _____.

- ☐ A. smoke and email
- ☐ B. painting and phone
- ☐ C. phone and email
- ☒ D. smoke and painting

Students were able to identify the information 'smoke and paintings'.

For general students

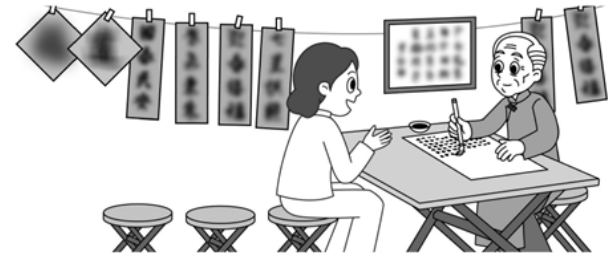
P6 English Reading

Letter Writers

In the old days, people used smoke and paintings to send messages. Now, we can contact others with our phones. We can also send emails. Before phones and computers were common, people kept in touch mostly by writing letters. Since many people in Hong Kong were not able to read or write in the past, they paid letter writers to help them.

Letter writers played many roles. They wrote letters to family. They wrote love letters as well. They would listen carefully to what their customers wanted to say before writing. Besides writing letters, they also completed forms, read letters aloud, and wrote beautifully on red paper during festivals for their customers. At its peak, there were over forty letter writing stalls near the post office in Yau Ma Tei.

Today, letter writers' main job is filling in forms for old people. This is because most people have learnt Chinese and English at school. They are also good at using phones and computers. Letter writers may become a memory of the past.



Extracting Specific Information

6ERW1 P3 Q.1

1. In the old days, people contacted each other by _____.

- ☐ A. smoke and email
- ☐ B. painting and phone
- ☐ C. phone and email
- ☒ D. smoke and painting

Students were able to identify the information 'smoke and paintings'.

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Grasping the Gist

6ERW2/6ERW3 P1 Q.7

7. This poster is about _____.

- ☒ A. a school event
- ☐ B. a recess activity
- ☐ C. school rules
- ☐ D. prizes for an award

Students were able to understand the gist of the poster and identify that it is about a school event.

For general students

P6 English Reading

Book Character Day

10th November 20XX

We hope this event will make you want to read more.

Join us and dress up as your favourite book character!



What You Can Wear and Bring:

- | | |
|--|-----------------------------|
| ✓ clothes that are comfortable and suitable for school | ✗ clothes with no sleeves |
| ✓ shorts and dresses (knee length) | ✗ clothes with scary themes |
| ✓ face paint | ✗ objects used in fighting |
| ✓ toy jewellery | |

Activities:

✧ Readers' Theatre

Everyone chooses a scene from his or her favourite book. Read and act it out during English lessons.

✧ Story Time with Mr Jenkins

Go to the library at recess and listen to some famous stories.

- *The Magic Key* written by James Cheung
- *Mrs Green's Trip to Space* written by Kelly Smith

✧ Fashion Show

The best-dressed students in each class will show their amazing costumes on the catwalk.

Best Dressed Student Award

- Winner: a \$500 book coupon
- 2nd place: a book collection set
- 3rd place: a storybook

Note: Students who take part in the show will receive a small prize.



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Identifying Details Supporting the Main Idea

6ERW2 P4 Q.4

4. Jane thought Day 2 was interesting because _____.

- ☐ A. everyone cheered her up
- ☐ B. everyone introduced themselves
- ☒ C. she could learn about school life in Singapore
- ☐ D. she could play group games during lessons

Students were able to identify the detail ‘*We learnt about their school life*’ and connect it with the main idea that the experience was interesting.

For general students

P6 English Reading

FROM: jane123321@mail.com.hk
TO: bellawong@mail.com.hk
Saturday, 15 April, 11:15 AM
SUBJECT:

REPLY

Hi Bella,

Long time no see. How are you and your three puppies? Do you remember the graduation study tour I told you about? I've just returned from Singapore. There's so much to share!

We spent the first two days at a local school. On Day 1, we had to introduce ourselves in front of everyone. I shook like a leaf! Luckily, everyone encouraged me by clapping and cheering. I made many friends after playing group games. I found that two of my new Singaporean friends love watching music shows just like me!

On Day 2, we had classes with the students. We joined their English, Maths and Science lessons. We learnt about their school life and how it's different from ours. It was an interesting experience.

Identifying Details Supporting the Main Idea

6ERW2 P4 Q.4

4. Jane thought Day 2 was interesting because _____.

- ☐ A. everyone cheered her up
- ☐ B. everyone introduced themselves
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Students were able to identify the detail ‘*We learnt about their school life*’ and connect it with the main idea that the experience was interesting.

For students with SEN

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Interpreting Similes on Familiar Topics

6ERW1/6ERW3 P4 Q.5

5. In line 10, 'like a mouse' means Serena was _____.

- ☒ A. shy
- ☐ B. wicked
- ☐ C. healthy
- ☐ D. confident

Students were able to interpret the meaning of the simile '*like a mouse*' as 'shy' from the contextual clue '*did not feel confident*' and '*was scared to talk to others*'.

Once upon a time, a witch named Serena moved to a small village. She lived in a house built of brick. There were many strange trees in her garden.

Serena had a pointed nose and long curly hair. 'Look at her strange appearance! She must be a wicked witch!' the villagers whispered. 'I've heard wicked witches like to make bad things in their big iron pots.'

Opposite to what the villagers thought, Serena was kind. She could cure sick plants and animals just by touching them. She could also mend broken things by saying magic words. Although Serena was good at magic, she was like a mouse. She did not feel confident and was scared to talk to others.

Interpreting Similes on Familiar Topics

6ERW1/6ERW3 P4 Q.5

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Making Simple Inferences

6ERW1 P1 Q.4

4. Bella can get a gift if she buys 'Rainbow Ice Cream' on _____.

- ☐ A. 14 July
- ☐ B. 16 July
- ☒ C. 19 July
- ☐ D. 22 July

Students were able to infer from 'Spend \$100 from 18 to 20 July to get a shopping bag for FREE' that Bella could get a gift if she buys the ice cream on 19 July.

For general students

P6 English Reading



Try Our New

Rainbow Ice Cream

a mix of delicious cherry, banana, melon and blueberry flavours

Sizes:
Mini Cup \$30
Single Scoop \$38
Family Pack \$105

Sold in all branches and online.

THIS WEEK'S SPECIAL OFFER:
(16–22 July)
Buy 1 scoop and get 1 scoop FREE!
(for the Sha Tin branch only)

FREE GIFT
Spend \$100
from 18 to 20 July
to get a shopping bag
for FREE!

Comments:

Jimmy1234 14 July 20XX
I like vanilla and chocolate flavours more. I prefer these ordinary flavours to the strange new mix.

CoolChloe01 2 July 20XX
I'm coming back for more!

KatyLovesFood 28 June 20XX
Looks good but tastes average...

HappyDave 19 June 20XX
I ordered the family pack online. When I opened it... Ugh! The ice cream melted and the colours mixed together. What a mess! It should be called 'Typhoon Ice Cream' instead!

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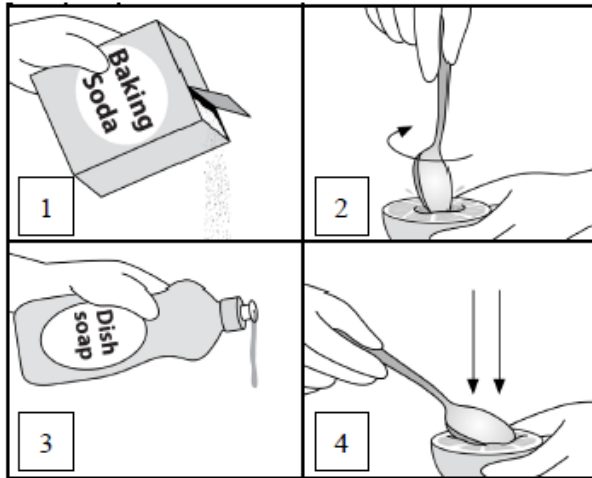
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Sequencing Events with the Help of Pictorial Cues Given as Options

6ERW3 P2 Q.4

4. Put the following pictures in the correct order.



- ☐ A. 1 → 3 → 2 → 4
☐ B. 4 → 1 → 2 → 3
☐ C. 2 → 1 → 3 → 4
☒ D. 4 → 3 → 1 → 2

Students were able to follow the text and identify the sequence of events.

For general students

P6 English Reading

LEMON VOLCANO




Materials

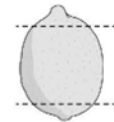
- a lemon
- a box of baking soda
- a bottle of dish soap
- a bottle of food colouring (if possible)
- a tray
- a knife
- a spoon



Wear safety goggles. If something gets in your eyes, wash them with water.

Steps

1. Cut off the top and the bottom of the lemon.
 Ask an adult to do this step for you.
2. Sit the lemon on the tray.
3. Press the inside of the lemon with the spoon.
4. Add a few drops of food colouring to the lemon.
5. Add some dish soap to the lemon.
6. Fill the lemon with some baking soda.
7. Use the spoon to stir everything inside the lemon.



Let's see what happens next! Why do we see bubbles?

Tip

If there is no lemon in your kitchen, use another fruit that is like lemon. It may work too!

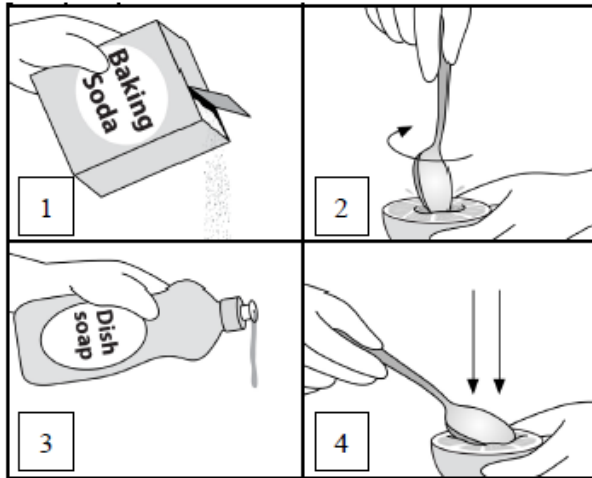
How It Works

When we mix lemon and baking soda, a gas called carbon dioxide is formed. That is why we see bubbles!

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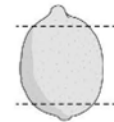
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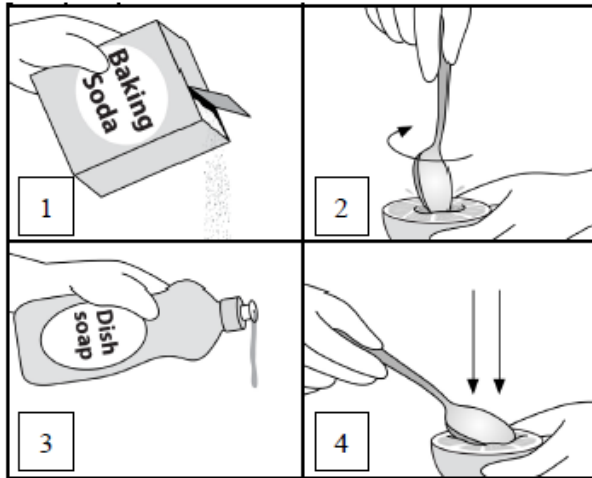
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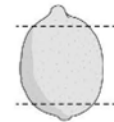
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Understanding the Connection Between Ideas

6ERW1/6ERW2 P2 Q.3

3. Read lines 5 – 6. 'This gives it a chance to escape.'

The word 'This' refers to _____.

- ☐ A. changing its size
- ☐ B. losing an arm
- ☒ C. shooting ink
- ☐ D. using tools

Students were able to connect the ideas by identifying the pronoun reference in the encyclopaedia entry. They could connect the pronoun '*This*' with '*shoots ink*', and concluded that '*shooting ink*' was the answer.

Amazing Animals

From the sea

The **common octopus** is a sea animal with eight arms, three hearts and blue blood. It is an intelligent animal that can solve puzzles and use tools. Moreover, it is a 'great escape artist'. When in danger, it shoots ink. This gives it a chance to escape. To hide itself, it can change its skin colour to match the environment. It has a soft body and can fit in small spaces too.



From the end of the Earth

The **Arctic tern** is a bird with narrow wings and a tail with two points. It is well known for having one of the longest flying journeys. It always follows the summer sun. Every year, before winter comes, it flies from the Arctic to Antarctica to enjoy summer in the south. When the season changes, it returns north to the Arctic. There, it often finds a suitable area to nest and take care of its babies.

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Understanding the Connection Between Ideas

6ERW2/6ERW3 P3 Q.2

2. Read line 5. 'He shares them with her happily.'

The word 'them' refers to _____.

- ☐ A. funny jokes
- ☐ B. knitting needles
- ☐ C. fresh ingredients
- ☒ D. cooking instructions

Students were able to connect the ideas by identifying the pronoun reference in the poem. They could connect the pronoun '*them*' with '*recipes*' in '*When Mum asks him for recipes,*' and '*He shares them with her happily.*' in the poem.

My Neighbours

1

In the house next door lives Mr Lee,
Who loves cooking food from the sea.
When Mum asks him for recipes,
He shares them with her happily.

5

Mrs Chan loves to show how she cares
By spreading warmth everywhere.
Her knitting needles moving fast,
She makes clothes like warm hugs that will last.

Before noon, you'll find Miss Tam.
Running in the park, she's a fitness fan.
She gives useful tips on health and body care,
Keeping everyone fit, here and there.

10

When Mr Ma hears someone bawl,
He makes sure no more tears will fall.
His laughter rings and spreads around,
Bringing fun, like a joyful sound.

15

In every corner of our street,
Neighbours' kindness we shall meet.
In each helpful action, big or small,
Forever sharing love with all.

20



Understanding the Connection Between Ideas

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Understanding the Use of Onomatopoeia

6ERW1/6ERW3 P4 Q.7

7. In line 4, 'Neigh!' is the sound made by the _____ horses.

- ☒ A. scared
- ☐ B. excited
- ☐ C. calm
- ☐ D. bored

Students were able to associate 'Neigh!' with the contextual clue '*The horses suddenly became smaller.*' and conclude that it is the sound made by the scared horses.

One day, an evil witch named Edith came to the village. She created a lot of trouble. With her magic, she damaged the villagers' ladders and hammers, and turned the plants black. Then, she walked near the horses. 'Neigh!' The horses suddenly became smaller. The villagers were frightened.

Serena wanted to help. She used her magic words to fix the tools. She gently touched the horses. Soon, they became big again. After that, she turned the plants green. She broke all of Edith's evil magic. Edith was very angry but had to leave the village. She knew she could not win against Serena.

The villagers found that they were wrong about Serena. From that day on, they became good friends with her and welcomed her to the village.

Understanding the Use of Onomatopoeia

6ERW1/6ERW3 P4 Q.7

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TSA 2025

Primary 6 English Language (Reading)

Good Performance

Students with good performance were able to:

- identify details that support the main idea
- predict the likely development of the text
- use dictionary skills
- work out the meaning of unfamiliar vocabulary



Identifying Details Supporting the Main Idea

6ERW1 P3 Q.4

4. Paragraph 2 is mainly about _____.

- ☐ A. customers of letter writers
- ☐ B. how to write different letters
- ☒ C. things letter writers did
- ☐ D. ways of writing beautifully

Students were able to follow the text and identify the main idea of Paragraph 2.

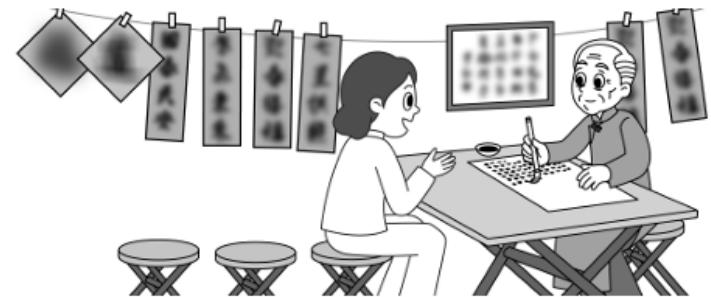
Students might have been distracted by 'their customers'.

Letter Writers

In the old days, people used smoke and paintings to send messages. Now, we can contact others with our phones. We can also send emails. Before phones and computers were common, people kept in touch mostly by writing letters. Since many people in Hong Kong were not able to read or write in the past, they paid letter writers to help them.

Letter writers played many roles. They wrote letters to family. They wrote love letters as well. They would listen carefully to what their customers wanted to say before writing. Besides writing letters, they also completed forms, read letters aloud, and wrote beautifully on red paper during festivals for their customers. At its peak, there were over forty letter writing stalls near the post office in Yau Ma Tei.

Today, letter writers' main job is filling in forms for old people. This is because most people have learnt Chinese and English at school. They are also good at using phones and computers. Letter writers may become a memory of the past.



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- ☐ D. ways of writing beautifully

Students might have been distracted by 'their customers'.

Students might have been distracted by 'letters to family' and 'love letters'.

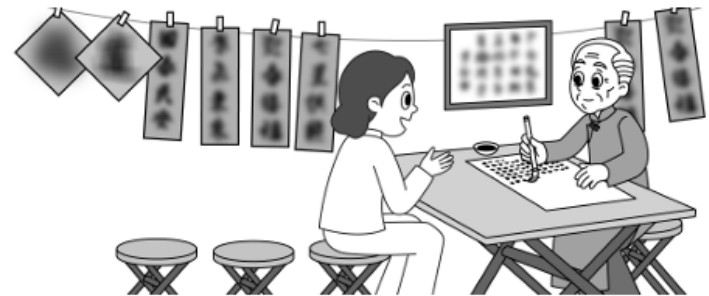
Students might have been distracted by 'wrote beautifully'.

Letter Writers

In the old days, people used smoke and paintings to send messages. Now, we can contact others with our phones. We can also send emails. Before phones and computers were common, people kept in touch mostly by writing letters. Since many people in Hong Kong were not able to read or write in the past, they paid letter writers to help them.

Letter writers played many roles. They wrote letters to family. They wrote love letters as well. They would listen carefully to what their customers wanted to say before writing. Besides writing letters, they also completed forms, read letters aloud, and wrote beautifully on red paper during festivals for their customers. At its peak, there were over forty letter writing stalls near the post office in Yau Ma Tei.

Today, letter writers' main job is filling in forms for old people. This is because most people have learnt Chinese and English at school. They are also good at using phones and computers. Letter writers may become a memory of the past.



Predicting the Likely Development of the Text

6ERW1 P3 Q.7

7. In the future, letter writers will _____.

- ☐ A. open more stalls
- ☒ B. have fewer customers
- ☐ C. learn Chinese and English
- ☐ D. use smoke to send messages

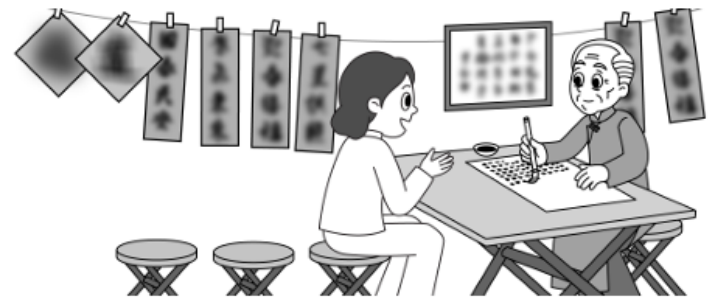
Students were able to identify the contextual clues 'most people have learnt Chinese and English', 'They are also good at using phones and computers', and 'Letter writers may become a memory of the past', and predict that letter writers will have fewer customers in the future.

Letter Writers

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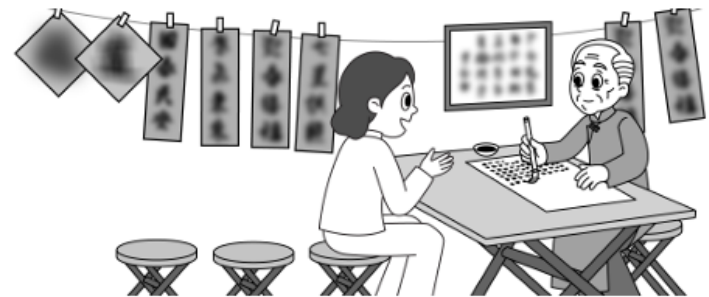
Students might have misinterpreted '*most people have learnt Chinese and English*' to mean letter writers will learn Chinese and English in the future, or not have been able to follow the text and just made a guess.

Letter Writers

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Using Dictionary Skills

6ERW1 P3 Q.5

5. In line 11, what does 'peak' mean?

peak /pi:k/
noun

1. the time when something is best, most successful, etc.
◇ *The football player reached his peak at 30.*
2. the mountain or the pointed part of the mountain
◇ *This is the most difficult peak to climb in the world.*
3. any narrow and pointed shape
◇ *Beat the egg whites until soft peaks form.*
4. the front part of a cap that is above your eyes
◇ *There is a special design on the peak of the cap.*

- A. 1
○ B. 2
○ C. 3
○ D. 4

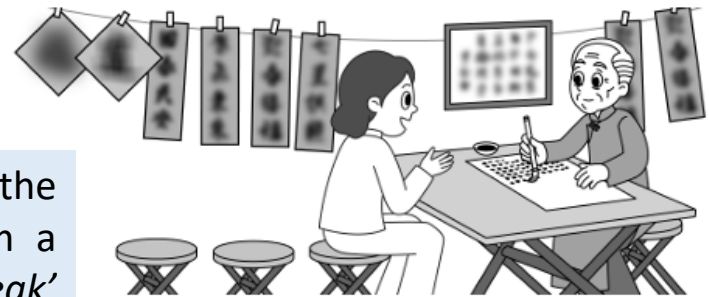
Students with good performance were able to identify the meaning of words using definitions and examples from a dictionary entry. In this question, they knew that 'peak' meant 'the time when something is best, most successful, etc.' in the article by referring to the contextual clue, 'there were over forty letter writing stalls...'.

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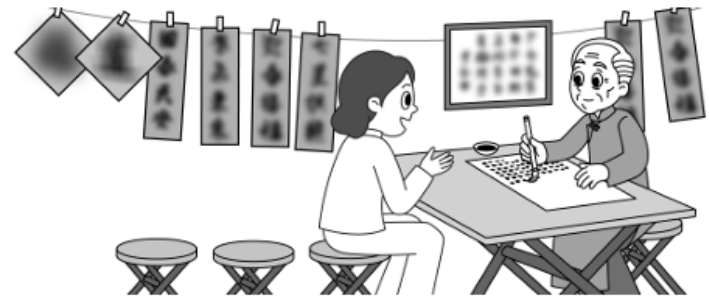
Students were able to identify the contextual clue 'there were over forty letter writing stalls' and associate 'peak' in the text with the definition 'the time when something is best, most successful, etc.'

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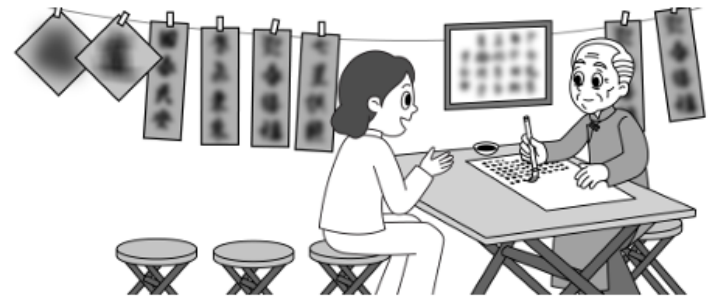
* Students might not have been able to interpret the meaning of 'peak' from the contextual clue 'there were over forty letter writing stalls' and just made a guess.

Letter Writers

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Working Out the Meaning of Unfamiliar Vocabulary

6ERW1 / 6ERW3 P4 Q.4

4. In line 8, the word 'mend' means _____.

- ☐ A. build
- ☐ B. damage
- ☒ C. repair
- ☐ D. touch

Students were able to associate the contextual clues '*Serena was kind*', '*She could cure sick plants and animals*', and '*broken things*' with the unfamiliar word '*mend*'.

Once upon a time, a witch named Serena moved to a small village. She lived in a house built of brick. There were many strange trees in her garden.

Serena had a pointed nose and long curly hair. 'Look at her strange appearance! She must be a wicked witch!' the villagers whispered. 'I've heard wicked witches like to make bad things in their big iron pots.'

Opposite to what the villagers thought, Serena was kind. She could cure sick plants and animals just by touching them. She could also mend broken things by saying magic words. Although Serena was good at magic, she was like a mouse. She did not feel confident and was scared to talk to others.

Working Out the Meaning of Unfamiliar Vocabulary

6ERW1 / 6ERW3 P4 Q.4

4. In line 8, the word 'mend' means _____.

- ☐ A. build
- ☐ B. damage
- ☒ C. repair
- ☐ D. touch

Students might have missed the contextual clues '*Serena was kind*', '*cure sick plants and animals*' and '*broken things*', and been distracted by '*built*'.

Students might have missed the contextual clues '*Serena was kind*', '*cure sick plants and animals*', and mistaken '*mend*' to mean damage.

Once upon a time, a witch named Serena moved to a small village. She lived in a house built of brick. There were many strange trees in her garden.

Serena had a pointed nose and long curly hair. 'Look at her strange appearance! She must be a wicked witch!' the villagers whispered. 'I've heard wicked witches like to make bad things in their big iron pots.'

Opposite to what the villagers thought, Serena was kind. She could cure sick plants and animals just by touching them. She could also mend broken things by saying magic words. Although Serena was good at magic, she was like a mouse. She did not feel confident and was scared to talk to others.

Performances of Primary 6 Students in Reading (2019, 2023 & 2025)

Strengths

Students were able to:

- extract specific information from the texts when the key words were explicitly stated
- understand the connection between ideas
- understand the use of similes and onomatopoeia
- sequence events with the help of pictorial cues given as options

Weaknesses

Students found it difficult to:

- connect pieces of information in texts on unfamiliar topics or with a heavier reading load
- work out the meaning of unfamiliar words
- grasp the gist of a text



Remarks

Students should:

- read the paragraphs and texts completely to understand the main ideas, gist, and to predict the likely development of the texts based on the information given
- reinforce their existing vocabulary and expand their vocabulary bank
- be exposed to a wider variety of text types on both familiar and unfamiliar topics



TSA 2025 P6 Writing



TSA 2025

Primary 6 English Language (Writing)

Basic Competency Descriptor

L3-W-3-P6BC

Writing and/or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues

L3-W-4-P6BC

Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes



TSA 2025

Primary 6 English Language (Writing)

Task	Text Type
Going to the Museum	Story
Family Baking Competition	Diary Entry
My Dream Birthday Party	Article

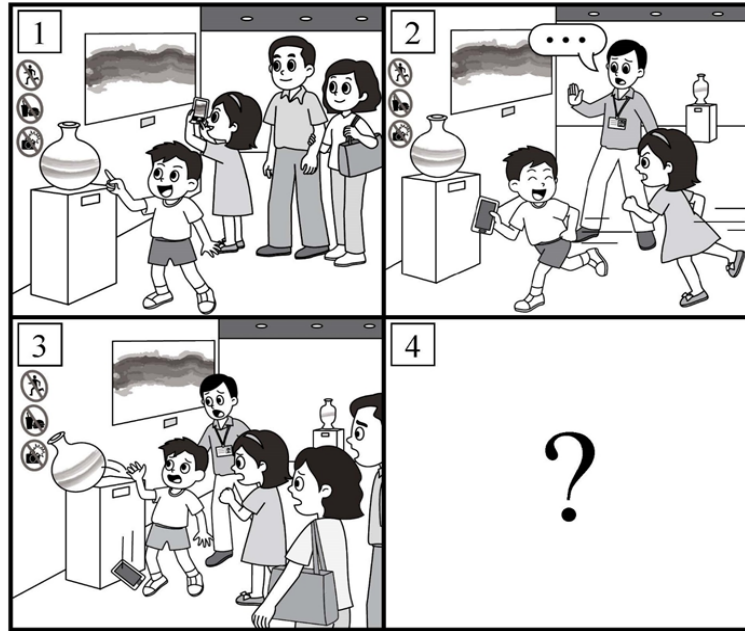


Part 5

Jason and his family went to a museum last week.

Write a story about what happened.

Use the following pictures and ideas to write the story in about 80 words.



- What were Jason and his family doing in Picture 1?
- What happened to Jason and his sister in Picture 2?
- What did the staff member say and do?
- What went wrong in Picture 3?
- How did the people feel? Why?
- What happened in the end?

6ERW1 – Marking Scheme

Part 5 (Going to the Museum)

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides a factual account of the event with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write the event by giving very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas. 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.



Going to the Museum

Content

(Students in general)

- provide a factual account of the story with some details based on the prompts provided

(More able students)

- provide interesting ideas, adds dialogues and provides appropriate endings
 - *e.g. 'The staff member punished them.'*
 - *e.g. 'Don't you see these signs? You shouldn't take photos with strong lights, eat, drink or run. Behave yourselves!'*

Going to the Museum

Content

(Less able students)

- provide brief ideas and a simple ending as required by the picture with a question mark

or

- focus on writing about what happened in the first three pictures



Going to the Museum

Language

- Use a small range of cohesive devices to link ideas and indicate the development of the story
 - *e.g. 'suddenly', 'soon', 'a few minutes later', 'because' and 'so'*
- weak in spelling, use of tenses, verb forms and sentence structures
 - *e.g. grabed (grabbed), Unluckly (Unluckily)*
 - *e.g. Last week, Jason and his family went to go enjoy the museum.*



Exemplar 1



Going to the Museum

[Jason and his family went to a museum last week. His sister, May, who was wearing a dress was very excited. She was taking photo for the draw while Jason was pointing the draw to his family.]

[All of a sudden, Jason took May phone and ran as fast as he could. A man saw that and yelled, 'In the museum can not run, stop!']

[After that the draw fell down because Jason touched it.] They were scold. The man said, 'Oh no! It was broke, you need to pay for it.'

[At last, Jason's family pay for the man. They went home sadly.]

1

1

1

P6 English Writing

For general students

Content:

1

Provides a factual account of the story with some details

Language:

- ◆ Uses a limited range of vocabulary with few spelling mistakes:

excited, yelled, drow (down), touched, scold, broke, pay

- Uses a small range of sentence patterns with some grammatical mistakes:

She was taking photo for the draw while Jason was pointing the draw to his family.

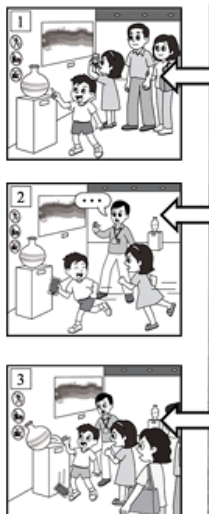
'In the museum can not run, stop!'

They went home sadly.

- Uses a small range of cohesive devices:

While, All of a sudden, After that, because, At last

Exemplar 2



Going to the Museum

Last week, Jason and his family went to a museum. Jason was looking at the vase while his sister Jane was taking photos of the painting. A few minutes later, Jason felt bored. Therefore, he had a bad idea stealing Jane's phone! He secretly took it away from Jane's pocket.

Soon, Jane realized that she was tricked by Jason. She saw red and started chasing her brother. A staff member wanted to stop them but he failed.

Suddenly, Jason noticed that he was running to the vase! He couldn't stop because he was too fast. 'Bang!' Jane's phone crashed into the vase. The vase fell onto the ground.

The phone and the vase were both broken. Jason's legs shook like leaves. Jane cried bitterly. The staff member punished them. 'Don't you see these signs? You shouldn't take photos with strong lights, eat, drink or run. Behave yourselves!' 'We're sorry,' apologized Jason and Jane.

Although you don't need to help us repair the vase, you still need to clean up the mess,' said the staff member.

1

1

2

P6 English Writing

For general students

Good Performance

Content:

- 1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently
- 2 An appropriate ending

Language:

- ◆◆ Uses a small range of vocabulary and expressions with few spelling mistakes:
realized, saw red, crashed into, shook (shook) like leaves, cried bitterly, apologized
- Uses a small range of sentence patterns:
Jason was looking at the vase while his sister Jane was taking photos of the painting.
...Jane realized that she was tricked by Jason.
She saw red and started chasing her brother.
- Uses a small range of cohesive devices:
A few minutes later, Therefore, Soon, Suddenly, Although

Exemplar 3

Content

provide a factual account of the story with supporting details and an appropriate ending

communicate ideas clearly and coherently

Language

use a small range of vocabulary, cohesive devices and verb forms appropriately with few grammatical mistakes

Going to the Museum

[Jason and his family went to a museum on a holiday at 10:30 a.m.]

Jason and his family were looking at artworks and artpieces in the museum. Jason's sister was taking photos even though she wasn't allowed to.]

[Jason stole her sister's phone away and ran around with it, they already broke two rules now. The staff member tried to stop them and asked them "Please don't run you might break something or injure yourselves." Both of them couldn't care less.]

[Then Jason accidentally knocked over the artpiece and it shattered on the floor. Everyone was shocked and disappointed at Jason and because he broke an expensive artpiece.]

[In the end the staff member told everyone it is okay because they put fake artworks and artpieces from 9:00am to 1:00pm because in case of an accident occurs. Then they were all relieved and went home after a while.]

P6 English Writing

For NCS students

Good Performance

1

1

1

2



Exemplar 4

Content

provide a factual account of the story with supporting details and an appropriate ending

communicate ideas clearly and coherently

Language

use a small range of vocabulary, cohesive devices and verb forms appropriately with few grammatical mistakes

Going to the Museum

Last Saturday, Jason and his family went to the museum. There were lots of cool things, such as paintings, vases, jewelries and many more!

[While Jason's sister, Sabrina was taking a photo of a painting, Jason found a really shiny vase and decided to touch it. But something bad happened after that.]

[When Sabrina finished taking her photo, Jason snatched her phone away. Sabrina was angry with him and started chasing him.]

[Meanwhile, a staff saw them running, he approaches them and told them not to run. But Jason knocked the vase down with Sabrina's phone.]

[Luckily, the staff caught it and it didn't break. Jason and Sabrina said sorry to him and he forgave them.]

[Finally, Jason and his family went back home after going to the museum.]

P6 English Writing

For students with SEN

Good Performance

1

1

1

2



Part 5

You are Chloe. You and Dad joined a competition today.

Write a diary entry about what happened.

Use the following pictures and ideas to write the diary entry in about 80 words.



- What competition did you and Dad join?
- What did the host say in Picture 1?
- What were you and Dad doing in Picture 2?
- What happened in Picture 3?
- How did you feel? Why?
- What happened in the end?

6ERW2 – Marking Scheme

Education Bureau
Territory-wide System Assessment 2025
Primary 6 English Language
Reading and Writing
Marking Scheme

6ERW2

P6 English Writing

Part 5 (Family Baking Competition)

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides a factual account of the event with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides a factual account of the event with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
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0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas. 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.



Family Baking Competition

Content

(Students in general)

- describe the series of picture prompts with some details

(More able students)

- write interesting plots, give details and provide an appropriate ending with a solution to the problem
 - *e.g. 'Finally, me and dad agreed to discard the cake mix and improvise, using leftover ingredients.'*
 - *e.g. 'Luckily, our competitors are so nice that they all provided help.'*

(Less able students)

- provide very brief ideas of the competition, and a simple ending as required by the last picture with a question mark



Family Baking Competition

Language

- Use a small range of cohesive devices to link ideas and indicate the development of the story
 - e.g. 'first', 'after that', 'because' and 'at last'
- weak in grammar, spelling and sentence structures
 - e.g. '*sucessfully (successfully)*', '*stawberry (strawberry)*', '*sagar (sugar)*' and '*winer (winner)*'
- weak in vocabulary
 - e.g. '*ingredients*', '*trophy*' and '*host*'
- Simple past tense was not used consistently to describe past events.
- Literal translation from Chinese was found in some writing.
 - e.g. '*I say the salt no many.*'

Exemplar 1



Saturday 6 May 20XX

Sunny

[Today, Dad and I joined a competition. The host said 'Your have 90 mins to make the cake if you win, you will have the winer.']
 [Then, Dad said, 'It's OK! Don't nervous. So we were make the cake now, it was happy and funny. I cut the fruit and dad did the bread.']
 [Suddenly, 'it didn't have salt.' said I, dad! said, 'Oh! What can we do?' I said, 'We can use the sugar.' 'Good idle,' said dad.]
 [At last, dad and I were win, we was so happy, dad said, 'You look, you can do it.' 'Yes!' said I.]

1

1

1

P6 English Writing

For general students

Content:

1

Provides a factual account of the event with some details

Language:

- ◆ Uses a limited range of vocabulary with few spelling mistakes:

winer (winner), nervous, idle (idea)

- Uses a limited range of sentence patterns with some grammatical mistakes:

The host said, 'Your have 90 mins to make the cake, if you win, you will have the winer.'

So we were make the cake now, it was happy and funny.

At last, dad and I were win, we was so happy...

- Uses a small range of cohesive devices:

if, Then, So, Suddenly, At last



Exemplar 2



Saturday 6 May 20XX Sunny

Dear Diary!

[1] You will never believe what happened today, it was a miracle!

[1] Today my dad and I entered a cooking competition we were preparing for months. Once we entered the room, it was filled with different people that also had amazing cooking skills! I was really nervous, but dad said we will surely win!

The host stood next to a table with many ingredients. He announced 'Today, you great cooks will bake a... strawberry cake! You have 90 minutes and time starts now!' We quickly reacted and took all the ingredients to start cooking. I was cutting up strawberries, dad was making the cake.

After cutting, it was time to bake the cake, but I saw the lid of the salt was open but the sugar can was still full. Dad had put SALT in the cake! We were very sad and tried to make another batch but the host said, 'Sorry contestants, it seems that the timer is broken, we will need to have a re-do.'

[1] After listening to the host we sighed in relief. This time dad remembered his mistake and put sugar instead. We won the competition and learned to not be careless (or) next time we will not be so lucky.

[2]

Chloe

P6 English Writing

For general students

Good Performance

Content:

- [1] Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently
- [2] An appropriate ending

Language:

- ◆ Uses a small range of vocabulary and expressions:
miracle, amazing cooking skills, nervous, announced, sighed in relief
- Uses a small range of sentence patterns with few grammatical mistakes:
Today, my dad and I entered a cooking competition, we were preparing for months!
I was really nervous, but dad said we will surely win!
We won the competition and learned to not be careless or next time we will not be so lucky!
- Uses a small range of cohesive devices:
Once, but, After, or

Exemplar 3

Content

provide a factual account of the event with supporting details and concluding remarks

communicate ideas clearly and coherently

Language

use a small range of vocabulary, cohesive devices and verb forms appropriately with few grammatical mistakes

Saturday 6 May 20XX

Sunny

[Today my dad and I joined a cake ^{baking} competition. We needed to make a cake in 90 minutes and the group with the best looking and tasting cake would win a trophy and \$600.]

[The competition was about to start, my dad and I got all of the ingredients ready. As the competition started, everything was going well. I was cutting strawberries and my dad was mixing the ingredients.]

[Suddenly I noticed that my dad put salt instead of sugar! I was in panic but my dad calmed me down. He re-started the cake. Although we had 50 minutes and it takes 30 minutes to bake. The cake was done baking, my dad and I had a lot of fun decorating the cake.]

[The time was up. "The other's cake look ~~so~~ much more beautiful" I thought to myself. As the host was analyzing and tasting our beautiful cake. his face lit up when he tasted ours. The results were ready and I was really nervous! "The winner is Chloe and her dad!" the host said. My dad and I were really happy!]

P6 English Writing

For NCS students

Good Performance

1

1

1

2



Exemplar 4

Content

provide a factual account of the event with supporting details and concluding remarks

communicate ideas clearly and coherently

Language

use a small range of vocabulary, cohesive devices and verb forms appropriately with few grammatical mistakes

Saturday 6 May 20XX

Sunny

[Yesterday my dad and I joined a cooking competition. The host said, "Everyone have 90 minutes to make your own dish! The winner will receive 1,000,000 dollars! Let's begin!" Everyone was excited about receiving 1,000,000 dollars. But Dad and I were calm, we discussed how to make it more tastier.]

[When the competition begins, Dad and I began to make the cake. I cut the strawberrys and Dad makes the dough.

It was going well, until we saw that we don't have enough salt. We asked the host while everyone was focusing on their cake. host came to us and said, "Sorry, we may not have enough salt but I can go check the if we have one more." We waited while making other foods to decorate the cake.]

[7 minutes later, the host came out holding the glass of salt. We were relieved. The host gave us the salt When dad was putting some salt in the dough, I checked the time. I yelled, "Dad hurry! I only have 3 minutes left! We need to bake the cake for 20 minutes!" We hurried to finish the dough. But we were late for 5 minutes.

But we baked the cake in higher heat and finishes it just in time. The host tastes the cakes and said we won the prizes. It was a scary but valuable experience.]

P6 English Writing

For students with SEN

Good Performance

1

1

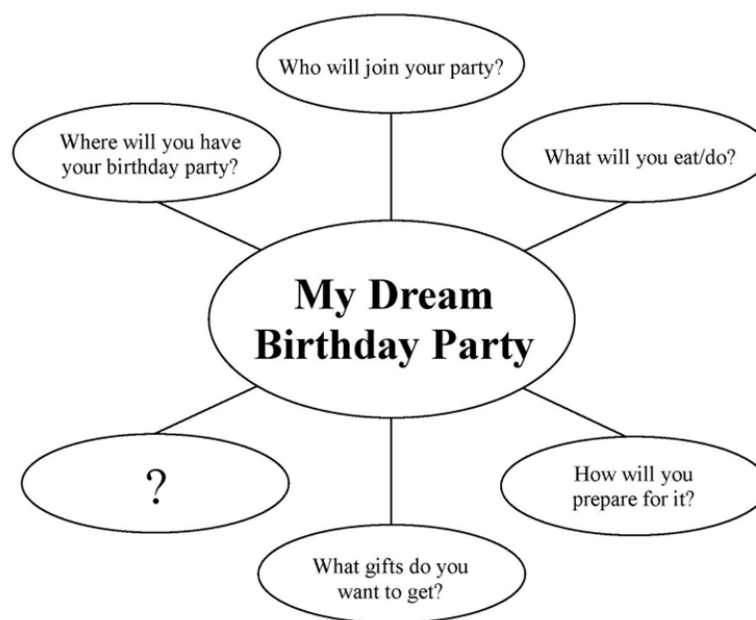
2



Part 5

You are going to write an article for the school magazine about your dream birthday party.

Write the article in about 80 words. You may use some ideas from the following mind map and/or your own ideas in your writing.



6ERW3 – Marking Scheme

Part 5 (My Dream Birthday Party)

Score Level	Content	Language
4	<ul style="list-style-type: none"> Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks Communicates ideas very clearly Coherent links within paragraphs 	
3	<ul style="list-style-type: none"> Provides interesting ideas with supporting details but without an ending / concluding remarks OR <ul style="list-style-type: none"> Provides mostly relevant ideas with supporting details and an appropriate ending / concluding remarks AND <ul style="list-style-type: none"> Communicates ideas clearly and coherently 	<ul style="list-style-type: none"> Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes
2	<ul style="list-style-type: none"> Provides some relevant ideas with some details but lacks clarity OR <ul style="list-style-type: none"> Provides some brief ideas only Communicates ideas quite clearly 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes OR <ul style="list-style-type: none"> Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes
1	<ul style="list-style-type: none"> Attempts to write by providing very limited information/ideas only OR <ul style="list-style-type: none"> Provides unclear or disconnected information/ideas that may affect meaning 	<ul style="list-style-type: none"> Uses a very limited range of vocabulary and verb forms Makes many grammatical and spelling mistakes that may affect meaning
0	<ul style="list-style-type: none"> Writes with irrelevant ideas and/or ideas undeveloped 	<ul style="list-style-type: none"> Makes many grammatical and spelling mistakes that affect meaning
Answers < 40 words	<ul style="list-style-type: none"> ≤ 2 	<ul style="list-style-type: none"> ≤ 2
Remarks	<ul style="list-style-type: none"> Accept any sensible or logical ideas. 	<ul style="list-style-type: none"> A zero for content would normally suggest a zero for language.

My Dream Birthday Party

Content

(Students in general)

- provide some brief ideas on where the birthday party would be held, who would join the party, how they would prepare for it

(More able students)

- provide relevant ideas with supporting details and a concluding remark with gratitude
 - *e.g. 'In conclusion, if this really happend (happened) I would cherish it for the rest of my life and be so grateful towards everyone.'*



My Dream Birthday Party

Content

(Less able students)

- misinterpret the task and write a personal recount of a memorable birthday party
- some misinterpret the meaning of 'dream' and interpret it as a sleeping dream rather than a wish



My Dream Birthday Party

Language

- Use simple cohesive devices to link ideas and indicate the development of the story
 - *e.g. 'if', 'also', 'such as', 'because' and 'in the end'*
- weak in grammar, spelling and sentence structures
 - *Future tense is not used consistently to describe the dream birthday party.*
 - *e.g. 'ballons (balloons)', 'reicieve (receive)', 'ivite (invite)', 'spagetic (spaghetti)', 'desert (dessert)' and 'delicous (delicious)'*
- *weak in vocabulary*
 - *e.g. 'presents', 'decorate' and 'guests'*



Exemplar 1

My Dream Birthday Party

If I can design my birthday party. I will make it become a memery party. First it is in my house. And I will let my friends come for my birthy day party. I will have a KFC and Miza Het. Than I will play computer games with my friends. I will prepare it with my parents because I can't make so much things. I want to get a swicht 2 for my gift. It was amazing.

If I have a birthy day party like this. I will love it very much.

Location

Guests

Food/activities

Preparation

Gifts

1

1

1

1

1

1

P6 English Writing

For general students

Content:

1

Provides some brief ideas and communicates ideas quite clearly

Language:

◆◆ Uses a limited range of vocabulary with some spelling mistakes:

memery (memorable), birthy day (birthday), Than (Then), amazing

.... Uses a limited range of sentence patterns with some grammatical mistakes:

...I will let my friends come for my birthy day party.

I will prepare it with my parents, because I can't make so much things.

I want to get a swicht 2 for my gift.

○ Uses a limited range of cohesive devices:

First, Than, because

Exemplar 2

My Dream Birthday Party		
Location	Firstly, I'll want my Dream Birthday Party to be in Disneyland. The whole Disneyland all empty only with my family and friends. My very close friends will join the party because they have always helped me and were always there for me.	1
Guests		1
Food/activities	I'll want dream birthday party to be in Disneyland because of the fun rides and me, my family and friends can really enjoy the experience.	1
Preparation	Secondly I'll prepare for my birthday by booking the entire Disneyland, decorating it with balloons and adding some more custom games to play. I wouldn't really want any gift since they always helped and cared about me.	1
Gifts		
Special theme	Lastly, I'll want to change Disneyland theme to horror at night and start a treasure hunt so everyone enjoys it even more.	1
	In conclusion, if this really happend I would cherish it for the rest of my life and be so grateful towards everyone.	2

P6 English Writing

For general students

Good Performance

Content:

- 1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently
- 2 A concluding remark

Language:

- ➡ Uses a small range of vocabulary and expressions with few spelling mistakes:
entire, decorating, balloons (balloons), custom games, horror, treasure (treasure) hunt, cherish, grateful
- Uses a small range of sentence patterns with few grammatical mistakes:
I wouldn't really want any gifts since they always helped and cared about me.
...if this really happend I would cherish it for the rest of my life and be so grateful towards everyone
- Uses a small range of cohesive devices:
Firstly, because, Secondly, since, Lastly, In conclusion, if



Exemplar 3

Content

provide interesting ideas with supporting details and a concluding remark

communicate ideas clearly and coherently

Language

use a small range of vocabulary, cohesive devices and verb forms appropriately with few grammatical mistakes

My Dream Birthday Party

One day I was sitting in the living room thinking about the school magazine. The teacher told me to write an article with the theme, My dream birthday party. Hmm... I thought, Oh! I have an idea! Then I started to write, [I have a dream birthday party, Where would I have my birthday party? I'd like to have my birthday party in any famous water park, I'm not picky! And the people I would invite are my family, my relatives and my friends! For the food, I'd like to have spaghetti, salad, chicken, pizza and of course a gigantic birthday cake! I'd like to add booth games like throw-the-bean-bag and basketball as well, I'd also like other games like karaoke and others! I want to recieve gifts like electronics, plushies or clothes! I want my birthday party to start in the morning and end at night so that we have lots of time to enjoy! Though I'm not sure how to prepare for it, but I think my parents can handle it! I'd give the guest gifts too! But I'm not sure if we have enough money... When everyone arrives, I'm going to ask them to swim with me! I think my parents can afford it because they are rich], hehe... I then took a picture of the writing to teacher, stating my name, class and class number. [A few days later the teacher sent me a message saying, I have put your article in the school magazine, thank you for your time! When I recieved the magazine I saw my writing. I was very proud of myself. I hope I can help again next time.]

P6 English Writing

For NCS students

Good Performance

1

2



Exemplar 4

P6 English Writing

For students with SEN

Good Performance

My Dream Birthday Party

[My birthday is coming soon so I thought of ideas to make it the best birthday party I've dreamed of.]

[First of all, I decided to host my party at home, I would invite my classmates to come and we could eat my scrumptious birthday cake made by mum. After we're full, we can play intense games together!]

[To prepare for my birthday, I would decorate my house with balloons and boxes, it can make the house filled with birthday vibes! I hope I can get wondrous gifts from my classmates, I appreciate anything!]

[Lastly, to thank everyone for coming to my party, I will give everyone my hand-made keychains. I hope everyone can celebrate my party happily and have a memorable experience!]

1

1

1

2

Content

provide interesting ideas with supporting details and a concluding remark

communicate ideas clearly and coherently

Language

use a small range of vocabulary, cohesive devices and verb forms appropriately with few grammatical mistakes



Performances of Primary 6 Students in Writing (2019, 2023 & 2025)

Strengths

Students were able to:

- write about 80 words based on the prompts provided
- (narrative writing) provide a factual account of the event with some details based on the prompts provided
- (article writing) provide brief ideas based on the prompts provided
- use simple cohesive devices to link ideas

Weaknesses

Some students were unable to:

- (narrative writing) use tenses consistently
- (article writing) interpret task requirements correctly and use different vocabulary
- spell correctly
- avoid grammatical mistakes



Remarks

Students should:

- read the task requirements carefully before writing
- work on the structuring of ideas to achieve overall coherence
- proofread their work to reduce spelling and grammatical errors
- reinforce existing vocabulary and expand vocabulary bank



TSA Report, Question Papers and Marking Schemes

<https://www.bca.hkeaa.edu.hk>



Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

[Learn More](#)

SA



Student
Assessment

[Learn more](#)

TSA



Territory-Wide
System Assessment

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Training and
Seminars



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What 's New

Thank you!



The Latest Developments of the Student Assessment Repository (STAR) Platform

Representative(s) from Education Bureau



Thematic Seminar – “Assessment for Learning: Territory-wide System Assessment 2025 and the Latest Development of Student Assessment Repository (STAR) Platform”

Feedback Survey

香港考試及評核局 教育評估服務部
Hong Kong Examinations and Assessment Authority
Education Assessment Services Division

TSA 2025 Seminar

專題講座「促進學習的評估：2025年全港性系統評估及學生評估資源庫(STAR)的最新發展」
意見調查

Thematic Seminar – “Assessment for Learning: Territory-wide System Assessment 2025 and the Latest Development of Student Assessment Repository (STAR)”
Feedback Survey

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

科目年級 Subject Level : *

- ☐ 小學三年級中國語文科 Primary 3 Chinese Language
- ☐ 小學三年級英國語文科 Primary 3 English Language
- ☐ 小學三年級數學科 Primary 3 Mathematics
- ☐ 小學六年級中國語文科 Primary 6 Chinese Language
- ☒ 小學六年級英國語文科 Primary 6 English Language

Link for Feedback Survey

意見調查超連結

<https://forms.office.com/r/E2pwMJcak7>



Question and Answer Session

