

Territory-wide System Assessment
 Secondary 3
 English Language

S999XX13	School : S999
	Class : XX
	No. : 13
XXTSAS999XX135	

Writing **1**

Answer Booklet

Instructions:

1. There are 4 pages in this Answer Booklet.
2. Time allowed is 40 minutes.
3. Answer the question according to instructions provided.
4. Answer the question in this Answer Booklet.
5. Do not write in the margins.
6. Write your Name, Class and Class Number in the boxes below.

Total: / 12

Writing 1

Name

Class

Class No.

↑
Write one capital letter in this box.



A Lesson Learnt from an Accident

(suggested answer—advanced level)

What will you do if you see an injured person in the street? Will you offer help or just turn a blind eye? If your answer is the latter one, you may need to reconsider because accidents may happen to anyone, including you and me.

I used to think that wearing a helmet was unnecessary when I cycled. However, what happened last week proved me wrong. Last Monday after school, I rode my bike back home as usual. It was raining hard and the road was wet and slippery. As I was listening to music, I did not pay much attention to the road. Suddenly, a dog ran out from a bush and I swerved instantly to avoid hitting it. I fell heavily onto the ground and hurt my forehead. I was so scared that I did not know what to do. Many pedestrians just walked past me. Fortunately, an old lady saw me and kindly reassured to me, ‘Don’t worry! I’ll take you to hospital.’ I was so touched that I burst into tears immediately.

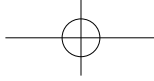
After this accident, I have learnt that a generous offer of help can save people in a difficult situation. I also understand the importance of riding safely. I will never ride my bike without my helmet again.

Teacher’s comments

- ▶ Additional relevant information about the accident is provided with a variety of content.
- ▶ Ideas are supported with details and are linked up with cohesive devices. Paragraphing is effective.
- ▶ A good range of vocabulary and sentence patterns can be found throughout the article.
- ▶ Appropriate tone and narrative devices such as description and direct speech are used. First person narrative is used coherently to show the writer’s feelings about the accident.
- ▶ Overall grading: 11

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(suggested answer—moderate level)

A Lesson Learnt from an Accident

Accidents can happen without warning. For example, riding a bicycle should be fun, but who knows it can also turn into a sad accident?

Last Monday, I rode my bicycle home after school. The weather was very bad. I never thought that something bad would happen. At first, my classmate told me to be careful and not to ride too fast because the ground was wet. I hurried home and forgot what he said. I did not even slow down while riding down the slope. A dog ran out suddenly. I fell from my bike and hurt my forehead. I was in so much pain and I screamed for help. Nobody helped me but an old lady asked me how badly I was hurt. We went to hospital and I got my forehead bandaged up.

I was lucky that I only hurt my forehead. I heard that some people were even killed in bicycle accidents. We should be more careful when cycling.

Teacher's comments

- ▶ The content mostly focuses on how the accident happened, with a lack of variety of expressions, e.g. the feelings of the writer should also be mentioned.
- ▶ Ideas are sometimes linked up with cohesive devices. Paragraphing is clear.
- ▶ Familiar vocabulary and simple sentence patterns can be found throughout the article.
- ▶ Appropriate tone and narrative devices such as indirect speech are used. First person narrative is used coherently to describe the accident.
- ▶ Overall grading: 7

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Answering Strategy

- Text type and format** — Students are asked to write an article. There is no restricted format but the content should be in several paragraphs relevant to a bicycle accident. This article should be written using the first person narrative.
- Genre** — It is a narrative type of writing because students are asked to write about a bicycle accident which has happened to them. Students are expected to recount what happened that day such as why he / she had the accident and how he / she felt after the accident.
- Language and formality** — It is an article written by a student for the school newspaper and the purpose is to share his / her experience with other schoolmates. The language style should be semi-formal since the readers and the writer are peers. The use of direct speech is encouraged to make the article more lively. Students should use past tenses to recount the experience, but present tenses can be used to refer to general situations such as facts.
- Organisation** — Students are strongly advised to follow the flow of the given pictures. The ideas should be arranged in an appropriate order. At the beginning, students should introduce the background. In the main body, they can describe the accident, e.g. when, where and why the accident happened. Students are encouraged to give details about the accident. Lastly, they should conclude the article with what happened after the accident and what they have learnt from it. Ask students to use cohesive devices to link up the ideas and paragraphs to make the article more organised.
- Topic and vocabulary** — The theme of this article is a bicycle accident. Students should use relevant vocabulary for this topic. You may provide students with the following vocabulary items and expressions:
ambulance / bandage / burst into tears / careful / cycling track / down the slope / fall heavily onto the ground / fun / helmet / ignore / incident / injury / learn a lesson / painful / ride safely / risky / scared / scream for help / stay in hospital / tragic / warm-hearted / wet and slippery road / worried

Marking Scheme

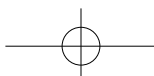
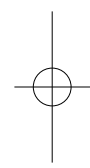
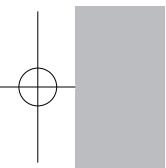
Score	Content	Language	Organisation	Features
4	<ul style="list-style-type: none"> All relevant content Ideas expressed effectively/clearly 	<ul style="list-style-type: none"> Use a good range of vocabulary and language patterns Very few or no errors in grammar, spelling, punctuation and capitalisation 	/	/
3	<ul style="list-style-type: none"> Most or all relevant content Ideas related to the topic with details 	<ul style="list-style-type: none"> Use a range of vocabulary and language patterns A few minor errors in grammar, spelling, punctuation and capitalisation 	/	/
2	<ul style="list-style-type: none"> Some relevant content Some ideas expressed with details 	<ul style="list-style-type: none"> Use familiar vocabulary and simple language patterns Some errors in grammar, spelling, punctuation and capitalisation which do not affect meaning 	<ul style="list-style-type: none"> Paragraphs developed with supporting details/description Coherent links within/between paragraphs and effective use of connectives 	<ul style="list-style-type: none"> Features generally used correctly (e.g. letter format, description and speech in narration)
1	<ul style="list-style-type: none"> Content limited/some relevance to the topic Ideas lack details 	<ul style="list-style-type: none"> Use a limited range of vocabulary and language patterns Many errors in grammar, spelling, punctuation and capitalisation which affect meaning 	<ul style="list-style-type: none"> Paragraphs generally developed based on prompts Use of simple connectives and sequencers (and, but, first, then, etc) 	<ul style="list-style-type: none"> Some basic features used (e.g. appropriate greeting and ending in a letter)
0	<ul style="list-style-type: none"> Content undeveloped Irrelevant ideas 	<ul style="list-style-type: none"> Use few or no language patterns Numerous errors in grammar, spelling, punctuation and capitalisation which affect meaning 	<ul style="list-style-type: none"> Paragraphs lack organisation/details Scattered ideas with few connectives Incomprehensible 	<ul style="list-style-type: none"> Basic features not evident

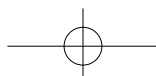
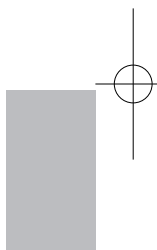
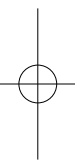
Remarks for Scores

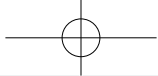
Answers < 100 words	• ≤ 2	• ≤ 2	• ≤ 1	• ≤ 1
Off-topic scripts	• 0	• ≤ 2	• ≤ 2	• 0

END OF PAPER

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Territory-wide System Assessment
 Secondary 3
 English Language

S999XX13	School : S999
	Class : XX
	No. : 13
XXTSAS999XX135	

Writing **2**

Answer Booklet

Instructions:

1. There are 4 pages in this Answer Booklet.
2. Time allowed is 40 minutes.
3. Answer the question according to instructions provided.
4. Answer the question in this Answer Booklet.
5. Do not write in the margins.
6. Write your Name, Class and Class Number in the boxes below.

Total: / 12

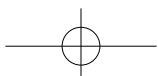
Writing 2

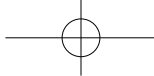
Name

Class

Class No.

↑
Write one capital letter in this box.





Please do not write in the margin.

To: lucy.lam@happymail.com
 From: emily.smile@happymail.com
 Sent: 14 October, 20XX 9:42 pm
 Subject: Re: Hello from my new home

(suggested answer—advanced level)

Hi Lucy,

It's great to hear from you. Of course it's OK to ask for advice. You know I'm always here to support you!

First, you need to relax and give yourself some time to adapt to a new place. You've just been there for a month and feeling lonely or homesick is natural. After all, it's a new experience for you, so don't put too much pressure on yourself.

To make new friends, remember to smile and always be cheerful. If you look friendly, you'll attract friends very easily. I know you're sometimes a bit shy in front of strangers.

Why don't you consider it a chance to overcome your shyness? You can invite your classmates to watch a film or go shopping with you. Joining a school club will definitely help, too. Why don't you join the Cookery Club? I believe you'll soon make lots of friends who like cooking as you do. Find out what the local people do in their spare time. If you understand more about them, you can fit in easily.

As for your aunt, you may help her with the housework and prepare dinner for her. I'm sure that she'll love your fried chicken wings!

I hope all these help. Enjoy yourself! Stop worrying so much and all will work out.

Write soon.

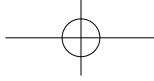
Teacher's comments

- Additional relevant information about the recipient's personality and strengths is provided.
- Ideas are supported with imaginative details and creative suggestions and are linked up with cohesive devices. Paragraphing is effective.
- A good range of vocabulary and sentence patterns can be found throughout the e-mail.
- Most features of an e-mail are used appropriately. The tone is casual to show a close friendship between the writer and the recipient. First person narrative is used coherently to show the writer's opinions.
- Overall grading: 11

Yours,

Emily

Please do not write in the margin.



(suggested answer—moderate level)

Dear Lucy,

Glad to hear from you. I can understand how you feel and I miss you very much, too. You know what? We've just won the championship of the inter-school volleyball match. I'm sure you're happy about that.

Let's get back to your e-mail. Well, I think there're many ways to make friends. You can join the school clubs and make friends with other members. I believe you'll be a good player in the volleyball team! Also, I think you can try to invite others to have meals with you. People are often relaxed when having good food. What about throwing a party? I'm sure it helps.

For your aunt, I think you may help her by cleaning the house and walking her dog. Isn't it called Frankie? I remember you once showed me a photo of it a few years ago. You can also grow some plants in the backyard of the house to make it a more comfortable place to live in.

Hope this e-mail helps. Let me know how you feel about my suggestions. Write soon.

Best,

Emily

Teacher's comments

- ▶ Additional relevant information about the recipient's background is provided. Some content is not very relevant to the topic.
- ▶ Ideas are sometimes supported with details and are sometimes linked up with cohesive devices. Paragraphing is clear.
- ▶ A range of vocabulary and sentence patterns can be found throughout the e-mail.
- ▶ Some basic features of an e-mail such as sender and recipient are evident. The tone is casual to show a close friendship between the writer and the recipient. First person narrative is used coherently to show the writer's opinions.
- ▶ Overall grading: 7

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Answering Strategy

1. Text type and format — Students are asked to write an e-mail. Note that the recipient of the e-mail is Lucy, and the sender should be Emily. Students should end the e-mail with an informal close, e.g. 'Love', 'Yours', 'Best'.
2. Genre — It is an expository type of writing. Students are asked to write an e-mail to give advice to a friend on how to get along with others. Students are expected to advise Lucy on what she should do and explain why she should do so.
3. Language and formality — This is a personal e-mail between good friends, so the language style should be informal. A friendly and caring tone is expected to show support for Lucy. Persuasive language such as imperative forms and the use of the modal verb 'should' is encouraged.
4. Organisation — Students should read Lucy's e-mail carefully and find out Lucy's questions. Lucy has listed a number of questions in her e-mail. Students should answer them one by one following the order of the questions. At the end of the e-mail, students should encourage Lucy to reply to the e-mail. Ask students to use cohesive devices to link up the ideas and paragraphs to make the e-mail more organised.
5. Topic and vocabulary — The theme of this e-mail is adapting to the life in a new country. Students should use relevant vocabulary for this topic. You may provide students with the following vocabulary items and expressions:
advantage / care / communication skill / confident / considerate / cultural difference / enjoyable / eye-opening / habit / helpful / housework / humorous / independent / interpersonal skill / joke / lifestyle / outgoing / personal growth / respect / self-discipline / thankful / wear a smile

Marking Scheme

Score	Content	Language	Organisation	Features		
4	<ul style="list-style-type: none"> All relevant content Ideas expressed effectively/clearly 	<ul style="list-style-type: none"> Use a good range of vocabulary and language patterns Very few or no errors in grammar, spelling, punctuation and capitalisation 	/	/		
3	<ul style="list-style-type: none"> Most or all relevant content Ideas related to the topic with details 	<ul style="list-style-type: none"> Use a range of vocabulary and language patterns A few errors in grammar, spelling, punctuation and capitalisation which do not affect meaning 				
2	<ul style="list-style-type: none"> Some relevant content Some ideas expressed with details 	<ul style="list-style-type: none"> Use familiar vocabulary and simple language patterns Some errors in grammar, spelling, punctuation and capitalisation which do not affect meaning 			<ul style="list-style-type: none"> Paragraphs developed with supporting details/description Coherent links within/between paragraphs and effective use of connectives 	<ul style="list-style-type: none"> Features generally used correctly (e.g. letter format, description and speech in narration)
1	<ul style="list-style-type: none"> Content limited/some relevance to the topic Ideas lack details 	<ul style="list-style-type: none"> Use a limited range of vocabulary and language patterns Many errors in grammar, spelling, punctuation and capitalisation which affect meaning 			<ul style="list-style-type: none"> Paragraphs generally developed based on prompts Use of simple connectives and sequencers (and, but, first, then, etc) 	<ul style="list-style-type: none"> Some basic features used (e.g. appropriate greeting and ending in a letter)
0	<ul style="list-style-type: none"> Content undeveloped Irrelevant ideas 	<ul style="list-style-type: none"> Use few or no language patterns Numerous errors in grammar, spelling, punctuation and capitalisation which affect meaning 	<ul style="list-style-type: none"> Paragraphs lack organisation/details Scattered ideas with few connectives Incomprehensible 	<ul style="list-style-type: none"> Basic features not evident 		

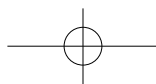
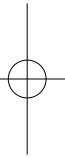
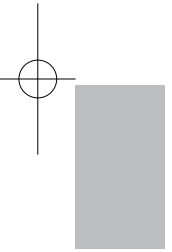
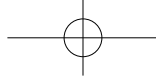
Remarks for Scores

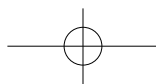
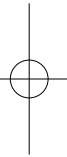
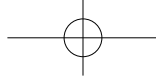
Answers < 100 words	• ≤ 2	• ≤ 2	• ≤ 1	• ≤ 1
Off-topic scripts	• 0	• ≤ 2	• ≤ 2	• 0

END OF PAPER

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 English Language

S999XX13	School : S999
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Writing **3**

Answer Booklet

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Total: / 12

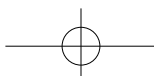
Writing 3

Name

Class

Class No.

↑
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(suggested answer—advanced level) **Letter to the Principal**

Mrs Yip
Principal
Tak Wan Secondary School
18 Kwun Tong Road
Kwun Tong
Kowloon
Hong Kong

Dear Mrs Yip,

Last week I attended a talk ‘Green School Life’ and I would like to suggest some ways our students can do at school to help save the Earth. We should let them know that pollution has become very serious nowadays, and the environment is getting worse. This is because some of the human activities, such as the overuse of electricity and water pollution, are harmful to nature.

As students, we can help by having a green school life. For example, we can remind students to turn off the lights whenever they leave the classroom. To help save energy, they can also use the stairs instead of the lift. Walking stairs not only saves electricity, but it is also a good exercise. Some of rubbish, such as empty plastic bottles and cans, can be recycled into useful materials, so we can encourage students to put them in the recycling bins. Also, they can help save many trees by developing the habit of writing on both sides of paper. In addition, they should learn to save water. They should always turn off the tap completely after using it.

Students may also tell their friends to do the above things since synergy is always better in saving the environment. Their support will be appreciated by all people living on the Earth. I hope my suggestions could be accepted. Thank you!

Teacher’s comments

- ▶ Additional relevant information is provided with a variety of content.
- ▶ Ideas are supported with details and real life examples and are linked up with cohesive devices. Paragraphing is effective.
- ▶ A good range of vocabulary and sentence patterns can be found throughout the letter.
- ▶ Most features of a letter to the principal are used appropriately with the appropriate opening and closing. Expository devices such as modal verbs are used.
- ▶ Overall grading: 11

Yours sincerely,

Chris Wong

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(suggested answer—moderate level)

Dear Mrs Yip,

Last week I attended a talk ‘Green School Life’ and learnt that there have been many reports on the melting of the ice at the Poles. This is a worrying problem and so I hope to suggest ways students can work together to save the Earth.

There are many ways to protect our environment. To save the forests, we should use less paper and try to make better use of electronic communication tools such as e-mails and instant messaging. This not only saves our environment, but also saves our money on printing. When doing Maths homework, we should use rough paper in an effective way, for example, we should use both sides of paper and write our rough work on the same sheet of paper before using another one. Apart from paper use, we should also beware of the way we use energy. We should not forget to turn off the lights and air conditioners if we are the last to leave the classroom. When using the air conditioners, we should keep the windows and doors shut. We can also save energy by using the stairs instead of the lifts.

Students can also help by starting a green life from now on. I hope you find my suggestions useful and carry them out.

Best regards,

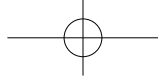
Chris Wong

Teacher’s comments

- ▶ The content mostly focuses on saving paper and energy, with a lack of variety, e.g. recycling and other aspects provided in the prompt should also be mentioned.
- ▶ Ideas are supported with details and real life examples and are linked up with cohesive devices. Paragraphing is clear.
- ▶ A range of vocabulary and sentence patterns can be found throughout the e-mail.
- ▶ Some basic features of a letter to the principal such as sender and recipient are evident. The tone is polite and appropriate as the letter is written to the principal.
- ▶ Overall grading: 8

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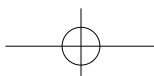
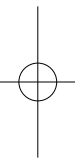
Answering Strategy

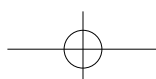
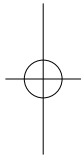
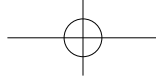
- Text type and format** — Students are asked to write a letter to the principal. Note that the recipient of the letter is the principal. The sender is a committee member of the Green Club. Students should use the name Chris Wong for this committee member, and they should add 'Chris Wong' at the end.
- Genre** — It is an expository type of writing because students are asked to write a letter to tell the principal what to do to support environmental protection at school. Students are expected to suggest and describe ways to keep the school green.
- Language and formality** — This is a letter officially sent by the Green Club to the principal, so the language style should be formal and a polite tone is needed.
- Organisation** — Students are advised to talk about the importance of environmental protection at the beginning. In the main body, students can introduce several things they can do at school to help save the environment. Students are strongly encouraged to make use of the pictures and the given words for categories. There is no specific sequence for the pictures, but students are encouraged to group them into several categories, e.g. ways to save water, ways to save energy, ways to save trees. At the end of the letter, students should encourage the reader to follow the suggested ways. Teach students to use cohesive devices to link up the ideas and paragraphs to make the letter more organised.
- Topic and vocabulary** — The theme of this letter is environmental protection. Students should use relevant vocabulary for this topic. Apart from the given words in the prompt, you may provide students with the following vocabulary items and expressions:
air conditioner / alarming / appreciate / conserve / convenient / Earth / electronic communication tool / empty plastic bottle and can / encourage / environment / environmentally friendly / harmful / lift / material / nature / pollution / protect / recycling bin / rough paper / running water / save / serious / support / used paper / useful / worse

Marking Scheme

Score	Content	Language	Organisation	Features		
4	<ul style="list-style-type: none"> All relevant content Ideas expressed effectively/clearly 	<ul style="list-style-type: none"> Use a good range of vocabulary and language patterns Very few or no errors in grammar, spelling, punctuation and capitalisation 	/	/		
3	<ul style="list-style-type: none"> Most or all relevant content Ideas related to the topic with details 	<ul style="list-style-type: none"> Use a range of vocabulary and language patterns A few minor errors in grammar, spelling, punctuation and capitalisation 				
2	<ul style="list-style-type: none"> Some relevant content Some ideas expressed with details 	<ul style="list-style-type: none"> Use familiar vocabulary and simple language patterns Some errors in grammar, spelling, punctuation and capitalisation which do not affect meaning 			<ul style="list-style-type: none"> Paragraphs developed with supporting details/description Coherent links within/between paragraphs and effective use of connectives 	<ul style="list-style-type: none"> Features generally used correctly (e.g. letter format, description and speech in narration)
1	<ul style="list-style-type: none"> Content limited/some relevance to the topic Ideas lack details 	<ul style="list-style-type: none"> Use a limited range of vocabulary and language patterns Many errors in grammar, spelling, punctuation and capitalisation which affect meaning 			<ul style="list-style-type: none"> Paragraphs generally developed based on prompts Use of simple connectives and sequencers (and, but, first, then, etc) 	<ul style="list-style-type: none"> Some basic features used (e.g. appropriate greeting and ending in a letter)
0	<ul style="list-style-type: none"> Content undeveloped Irrelevant ideas 	<ul style="list-style-type: none"> Use few or no language patterns Numerous errors in grammar, spelling, punctuation and capitalisation which affect meaning 	<ul style="list-style-type: none"> Paragraphs lack organisation/details Scattered ideas with few connectives Incomprehensible 	<ul style="list-style-type: none"> Basic features not evident 		
Remarks for Scores						
Answers < 100 words	• ≤ 2	• ≤ 2	• ≤ 1	• ≤ 1		
Off-topic scripts	• 0	• ≤ 2	• ≤ 2	• 0		

END OF PAPER







Territory-wide System Assessment
 Secondary 3
 English Language

S999XX13	School : S999
	Class : XX
	No. : 13
XXTSAS999XX135	

Writing **4**

Answer Booklet

Instructions:

1. There are 4 pages in this Answer Booklet.
2. Time allowed is 40 minutes.
3. Answer the question according to instructions provided.
4. Answer the question in this Answer Booklet.
5. Do not write in the margins.
6. Write your Name, Class and Class Number in the boxes below.

Total: / 12

Writing 4

Name

Class

Class No.

↑
Write one capital letter in this box.



My Favourite Film

(suggested answer—advanced level)

Good morning, Miss Leung and fellow students.

Have you ever read the book *Beauty and the Beast*? If yes, the film *Beastly* should remind you of the typical plot of a romantic tale. The film, which has a modern-day setting, conveys a meaningful message.

Similar to the classic storyline, the film is about a handsome, successful but arrogant young man named Kyle who is cursed by a witch. Given a tight deadline to find his true love, Kyle feels depressed not only because he suddenly loses his good looks, but also his friends. Not until then does he realise he has been very mean and offensive to others. What is worse, his father, who is a famous TV host, is ashamed of his ugliness and does not want his son to be seen. Poor Kyle gradually learns to be good to others and becomes a caring and considerate person.

The message of the film is clear—inner beauty is more important than appearance. In addition, it reminds us of the importance of face-to-face communication which is being replaced by e-mails and text messages. In fact, it is through interaction that people can understand each other and build close relationships. I highly recommend this film to you all.

This is the end of my presentation. Thank you!

Teacher's comments

- ▶ Additional relevant information about the film is provided such as the plot, the message, the main character and the difficulties he encountered.
- ▶ Ideas are supported with details and are linked up with cohesive devices. Paragraphing is effective.
- ▶ A good range of vocabulary and sentence patterns can be found throughout the speech.
- ▶ Most features of a speech are used appropriately. The tone is casual as the audience and the writer are peers. First person narrative is used coherently to show the writer's feelings about the film.
- ▶ Overall grading: 11

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(suggested answer—moderate level)

Good morning, Miss Leung and fellow students.

The 3D animated film *How to Train Your Dragon* is more than just about training dragons. It's about learning to make peace by turning your enemies into friends.

The hero of the film, Hiccup, is a teen Viking who doesn't fit in with other Vikings. He is thin, weak and unable to kill dragons. Hiccup is an embarrassment to his father and disliked by the other young Vikings who are being trained to kill dragons. One day, while walking in the woods, Hiccup finds a Night Fury, the most dangerous dragon of all. The Night Fury (named Toothless) is hurt but Hiccup doesn't kill it. He then becomes a dragon trainer, and during the training he and Toothless become friends. To make peace between the Vikings and the dragons, Hiccup has to find a way to show the other Vikings that dragons aren't dangerous at all.

Besides the great storyline, the 3D animation is also excellent. The Vikings are well-portrayed and the action scenes, with flying and fire-breathing dragons, are fantastic. It's a wonderful film for families and I definitely recommend it to everyone, especially dragon lovers!

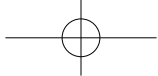
Thank you!

Teacher's comments

- Additional relevant information about the film is provided such as the plot, the message, visual effects, the setting, the main characters and the difficulties they encounter.
- Ideas are sometimes supported with details and are sometimes linked up with cohesive devices. Paragraphing is clear.
- Familiar vocabulary and simple sentence patterns can be found throughout the speech.
- Most features of a speech such as an appealing introduction, a short summary of the plot and the writer's comments are used appropriately. The tone is casual as the audience and the writer are peers. First person narrative is used coherently to show the writer's feelings about the film.
- Overall grading: 8

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Answering Strategy

1. Text type and format — Students are asked to write a speech for the English presentation. They have to address and thank the audience. Besides, there is no restricted format but the content should be in several paragraphs. The speech should be written using the first person narrative to show the writer's opinions and feelings about the film.
2. Genre — It is a descriptive type of writing because students are asked to provide details of the film such as the plot, the setting, the main characters and the message behind the story. Students are also expected to talk about how they feel after watching the film.
3. Language and formality — This is a speech and the purpose is to share the writer's views on a film with his / her class. The language style should be casual since it is like telling a story. Students are encouraged to use adjectives and action verbs to make it more lively.
4. Organisation — Students are strongly advised to follow the suggestions given in the e-mail. The ideas should be arranged in an appropriate order. At the beginning, students should greet the audience and give an appealing introduction to the speech. They may talk about the topic of the film. In the main body, students should describe the main events of the film such as what happened to the main characters. They are also encouraged to express their feelings about the events or the characters. At the end, students can talk about how the problems are solved and how they feel about the film. It is also good to state whether they will recommend the film to others. Ask students to use cohesive devices to link up the ideas and paragraphs to make the review more organised.
5. Topic and vocabulary — The theme of this speech is favourite films. Students should use relevant vocabulary for this topic. You may provide students with the following vocabulary items and expressions:
 adapted from a novel / box office / cast / climax / comedy / conflict / costume / cross-gender acting / design / director / fiction / horror / inspiring / lively / mysterious / Oscar-winning / prefer / realistic / scene / script / shooting technique / suspense / talent / unexpected / violence / wise choice / 3D effect

Marking Scheme

Score	Content	Language	Organisation	Features
4	• All relevant content	• Use a good range of vocabulary and language patterns	/	/
	• Ideas expressed effectively/clearly	• Very few or no errors in grammar, spelling, punctuation and capitalisation		
3	• Most or all relevant content	• Use a range of vocabulary and language patterns	/	/
	• Ideas related to the topic with details	• A few minor errors in grammar, spelling, punctuation and capitalisation		
2	• Some relevant content	• Use familiar vocabulary and simple language patterns	• Paragraphs developed with supporting details/ description	• Features generally used correctly (e.g. speech format, description and speech in narration)
	• Some ideas expressed with details	• Some errors in grammar, spelling, punctuation and capitalisation which do not affect meaning		
1	• Content limited/some relevance to the topic	• Use a limited range of vocabulary and language patterns	• Paragraphs generally developed based on prompts	• Some basic features used (e.g. appropriate greeting and ending in a letter)
	• Ideas lack details	• Many errors in grammar, spelling, punctuation and capitalisation which affect meaning		
0	• Content undeveloped	• Use few or no language patterns	• Paragraphs lack organisation/details	• Basic features not evident
	• Irrelevant ideas	• Numerous errors in grammar, spelling, punctuation and capitalisation which affect meaning		
			• Incomprehensible	

Remarks for Scores

Answers < 100 words	• ≤ 2	• ≤ 2	• ≤ 1	• ≤ 1
Off topic scripts	• 0	• ≤ 2	• ≤ 2	• 0

END OF PAPER

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