The Territory-wide System Assessment (TSA) was implemented in Hong Kong from 2004. It was designed to provide schools with objective statistics on student performance at primary and junior secondary levels in Chinese, English, and Mathematics at 3 academic milestones—primary 3 and 6, and secondary 3. In response to increasing concerns over the high pressure and heavy workload caused by the TSA, the Education Bureau (EDB) conducted a review of the TSA and implemented several enhancements from 2014. These measures were aimed at preserving the benefits of the TSA for teaching and learning while reducing the pressure on primary school students, teachers, and parents. Nevertheless, excessive drilling practices persisted. Student suicides also continued to occur, leading to concerted efforts by parent groups and academia to press for repeal of the TSA. In 2015, controversy over the TSA plagued Hong Kong. More than 40,000 Facebook users signed an online petition calling for the TSA to be scrapped. Hundreds of parents, teachers, students, and representatives from various organizations attended a nine-hour-long Legislative Council public hearing on the TSA, during which two primary 3 students spoke about their anxieties caused by the TSA.

**Background**

In 2000, the Education Commission submitted the *Reform Proposal for the Education System in Hong Kong* to the government. This proposal covered the curricula, means of assessment, and admission procedures for different stages of education.¹ The report set out comprehensive

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proposals for Basic Competency Assessments (BCAs) in Chinese, English, and Mathematics in the form of the TSA. The Hong Kong Examinations and Assessment Authority (HKEAA) administered the TSA on behalf of the EDB from 2004.

Administered territory-wide, the TSA was designed to evaluate the basic competency of students in three subjects at the three key learning milestones—primary 3 and 6, and secondary 3. The TSA was conducted in June every year with paper-based testing (except for oral examinations for Chinese and English). However, to reduce the testing burden an opt-in alternate-year arrangement was implemented for the primary 6 assessment from 2012. Schools that wanted to participate in the primary 6 assessment could still opt in. Prior assessment papers for the primary 6 level were also made available for reference or to facilitate test preparation.

The TSA reports showed how students in each school performed based on the city-wide basic competency standards in the three subjects. The TSA reports, school reports, and various Item Analysis Reports provided information about the strengths and shortcomings of students as measured against specific Basic Competencies (BCs). Such information could help schools and teachers improve teaching and learning outcomes. Since 2014, interactive online item analysis reports sorted by BCs were made available to schools to better explain the TSA statistics. Moreover, the BCA analysis reports could help teachers better understand the requirements of the current curriculum. The territory-wide data could help the government review the effectiveness of education policies, implement necessary reforms, and provide targeted support to schools. Overall territory-wide data were also made available to the public. It should be noted that the TSA school reports only provided school-level data and results were not broken down by individual students. The TSA reports were also not related to how students were assigned to secondary schools through the Secondary School Places Allocation mechanism, and so did not have any direct effects on students.

According to the HKEAA, schools were not required to arrange additional exercises or lessons to prepare students to for the TSA. Basic Competencies represented only a portion of the curriculum requirements, and changes to teaching and assessment approaches should therefore not be based purely on the TSA results. Over-drilling was not encouraged since it could lead to excessive pressure on students and teachers and reduce student motivation, affecting long-term learning progress.

The TSA Moderation Committees, comprised of tertiary education academics, curriculum development officers of the EDB, subject managers of the HKEAA, and serving teachers were responsible for designing the assessments for the BCs. Regular meetings were conducted to deliberate and decide on issues such as the number of items to be included in the examination, the duration of each sub-paper, and the revision and authorization of test papers to ensure quality.
Enhancements to the TSA

In 2013, the United Nations Committee on the Rights of the Child expressed concern over the highly competitive nature of Hong Kong’s school system, which it said affected the mental wellbeing of children, causing anxiety and depression; and infringed their rights to play and rest. In the same year, the EDB conducted a series of consultations with various stakeholders to review and enhance the TSA. The Coordinating Committee on Basic Competency Assessment and Assessment Literacy was set up to investigate the implementation arrangements, assessment contents, and reporting functions of the TSA. Among others, the issue of starting excessive drilling practices as early as primary 1 and the associated pressure on students was the most worrying. Some committee members remarked that some schools had even started providing after-school and holiday classes about a year before the TSA to prepare students for the examinations. The teaching and learning in schools had become increasingly TSA-oriented, indicating that the TSA had strayed from its intended purpose.

After a series of consultations, the committee announced the results of its review and decided to implement the following measures:

(i) The opt-in alternate year arrangement for the primary 6 TSA would continue. Interested schools could ask the HKEAA for test papers and marking schemes. The existing arrangements for the primary 3 and secondary 3 TSA would remain.

(ii) From the 2014 TSA onwards, the number and percentage of students attaining BCs would not be disclosed to individual primary schools, and the figures for previous cohorts currently publicized on the existing supplementary school report would be removed. Item analysis reports would still be provided to teachers. The reporting function and the release of attainment rates for secondary schools would remain unchanged.

(iii) The TSA would be removed as a Key Performance Measure for primary schools.

(iv) Coverage and questions of the TSA would be reviewed and its associated reports would be enhanced in several stages. A more interactive platform would be provided in 2015 to facilitate further analysis of assessment data by teachers.

The administration stressed that the TSA was only a low-stake assessment with an essential function, saying that:

“[E]very education system needed a mechanism for assessment of students’ performance. TSA was a useful assessment tool to ascertain the strengths and
There were two more reasons why the primary 3 assessment should not be scrapped. First, remedial actions might be too late if deficiencies in student performance were not detected until primary 6. Second, the progression from primary 3 to 4 was an important stage as student learning diversity was likely to increase significantly. The primary 3 assessment was essential to test and determine student ability, facilitating timely interventions to improve learning. Moreover, other countries also conducted competency assessments for their students at similar learning stages.

The committee also emphasized that data collected through the TSA would not be used to rank or to classify schools, or as an index for imposing measures leading to school closures. Schools should not over-drill pupils or amend their teaching methods based solely on TSA results. Professional development programs such as conferences and other forms of assistance would still be provided to schools by the Education Bureau. The government would also maintain good communication with parents on issues associated with the TSA.

**Legislative Council Debates on the TSA**

At the Legislative Council meeting on 5th November 2014, a motion entitled *Returning a happy childhood to students* was moved by Hon Michael Tien. According to Tien, some Hong Kong parents were “monster parents” who interfered too much in their children’s education and over-drilled them. This reduced their children’s motivation to learn and adversely impacted their academic results. Furthermore, several media outlets reported that some Hong Kong students had developed mental and physical health problems because of heavy academic loads and the examination-oriented education system; with some suffering from insomnia, loss of appetite, and irritability.

In the motion, the Legislative Council urged the government to assess the education system for stress and psychological impact on students and to carry out a comprehensive review of the examination system, curriculum content, and mechanisms for assessing learning achievements. The Council also requested that the EDB to review the TSA examinations to avoid excessive revision and over-drilling. If necessary, the EDB also had to consider if the TSA needed to be abolished.

In response to the motion, the EDB released a progress report in 2015, stating that “whole-person development” had always been the main goal of the government in promoting curriculum reforms. It believed that the enhancement measures introduced in 2014 would relieve the pressure on primary school students, teachers, and parents. The alternate-year arrangement was especially
supported by the teachers EDB had interviewed. Since the reforms had only been implemented for a short time, more time would be needed for schools to adapt.

In addition, a working group was set up in 2010 to examine if merging the TSA with the Pre-Secondary One Hong Kong Attainment Test was practical. However, this turned out to be infeasible as the two assessments served different functions. The report ended with a call for the full support of every member in the community to achieve the goal of “Learning to Learn – Lifelong Learning and Whole-person Development.”

**Investigation Reports by the PTU**

To investigate the effects of the TSA, especially after introducing the enhancement measures in 2014, the Hong Kong Professional Teachers’ Union (PTU) and the Office of Ip Kin-yuen, Legislative Councillor (Education Constituency), conducted surveys from March to April in 2015. Four main issues were studied: (i) the effects of the TSA on daily learning and assessments, (ii) the current situation of after-school tutorial classes and drilling in primary schools, (iii) the pressure faced by teachers and students, and (iv) whether the TSA should be preserved. There were two sets of questionnaires, one for Primary School Curriculum Leaders and the other for teachers who taught Chinese, English, and Mathematics. A total of 139 and 1,916 sets of responses were received respectively.

In terms of the effects that the TSA had on daily learning and assessments, the survey results showed that the TSA continued to influence the formulation of teaching plans and examinations in schools, resulting in excessive revision and drilling. For instance, more than 60 per cent agreed that the learning materials, homework, and teaching plans were guided by the TSA (Chart 1). About 50 per cent agreed that students who took the primary 6 TSA and primary 3 TSA found the tests too difficult (Chart 2). A high percentage responded that the students had to do a lot of drilling to prepare for the TSA (Chart 3). Only 30 per cent agreed that the TSA papers could fully reflect the ability of students (Chart 4).

Regarding the current phenomenon of after-school tutorial classes and drilling in primary schools, the survey results showed that the enhancement measures introduced in 2014 only addressed the problems of over-drilling and after-school classes to a small extent (Chart 5). Only around 20 per cent of teachers believed that the measures could alleviate the problem of over-drilling and extra tutorial lessons (Chart 6). Primary 3 students on average needed to spend over 2 hours per week to attend after-school classes (Chart 7). 97 per cent of surveyed schools purchased supplementary exercises for students. Even though the average number of additional exercises purchased dropped slightly in 2014, pupils still had to cope with an average of around 3 exercise books to prepare for the TSA (Chart 8). More importantly, when respondents were asked how serious the problem of
drilling was, more than 70 per cent of them agreed it had reached the most serious level, indicating that the severity of the problem could no longer be ignored (Table 1).

Table 1: Overall seriousness of over-drilling, from 1 (least serious) to 10 (most serious)

<table>
<thead>
<tr>
<th>0-3 (Less serious)</th>
<th>4-6 (Average)</th>
<th>7-10 (Most serious)</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>23%</td>
<td>73%</td>
<td>7.3</td>
</tr>
</tbody>
</table>

As for the pressure faced by teachers and students caused by the TSA, the results of the study showed that this remained high even after the enhancement measures were introduced in 2014. Teachers were asked to rate their own stress level as well as that of their students. 66 per cent of teachers rated their stress level at level 7 or above (Chart 9), with the average stress level of teachers reaching 7.6. The teachers surveyed rated the stress level of 70 per cent of their students at level 7 or above (Chart 10), with the average stress level of students at about 7.1. The results showed that a worrying level of stress brought about by the TSA on teachers and students (Chart 11).

Finally, most respondents agreed that the TSA should be abolished, with only 10 per cent agreeing that the primary 3 and primary 6 TSA should remain in place (Chart 12).

Some replies to the open-ended questions by those who participated in PTU’s survey are shown below.

From Primary School Curriculum Leaders:

- “The TSAs were not assessing the basic competencies of students. Questions were increasingly becoming more indirect. Students who should have passed failed the tests, and thus they had to spend more time in drilling.”

- “Most lessons were affected by the TSA. Apart from teaching the syllabus, teachers had to mark supplementary exercises including students’ answers to past papers of the TSA. We were all exhausted.”

- “The school still requires each teacher to analyze the school report under the enhancement measures. Meetings were also arranged to discuss reasons why students gave wrong answers, wasting the time of teachers!”
From Chinese Language, English Language and Mathematics teachers:

- “Teachers had to spend a lot of time drilling students due to the TSA. The school lessons and assessments were all designed based on the TSA. No time was available for other learning activities!”

- “Schools already have an integrated assessment system. The TSA only increased the pressure on teachers and youngsters. Students had to handle unnecessary additional exercises which intruded into the teachers’ teaching space. Education became inhuman. The TSA should be abolished!”

The PTU concluded that the enhancement measures introduced in 2014 did not alleviate the excessive learning burden on students. Their school lives were still flooded with extra homework, supplementary exercises, and after-school tutorial lessons. Typical teaching plans and test approaches remained heavily based on the TSA. The survey results showed that the impact of the TSA was contrary to its goal of encouraging “students to take the initiative to learn, develop the ability to think and create”.6

The PTU believed that if the government could not effectively mitigate the adverse effects, the TSA should be abolished. It also asked parents and educators to exert pressure on the government to discontinue the TSA.

Facebook Petition by Discontented Parents

Even after the enhancement measures were introduced in 2014, schools remained preoccupied with the results of the TSA. Supplementary TSA practice exercises and after-school tutorial lessons did not disappear from the curriculum. In order to avoid turning their children into examination machines, and to help them regain their motivation to learn, a group of parents set up a Facebook campaign calling for the abolition of the TSA for primary 3 students.

Six reasons were listed in this demand, including that the assessments were too difficult and the high levels of stress among students. Within 36 hours, the petition received more than 10,000 signatures or ‘likes.’ More than 47,000 signatures were collected in less than one and a half months. A netizen Joe Wong Ting-ting left a comment on the page which became very popular:

“It’s an inhumane way to live… [the children] go to school, do their homework after school, continue doing their homework after dinner, prepare for tests, go to bed, and the next day the pattern repeats all over again. The system forces the school to put pressure on teachers, the teachers put pressure on the parents, the parents put
pressure on the children, and it’s an endless loop... the TSA should be cancelled! No more students should kill themselves because of school pressure! Please let them have a happy childhood and have time to play!”

Clement Kam, an organizer of the Facebook campaign, told a news reporter that it was justifiable to have a tool to monitor school performance, but what ended up happening was that students were forced to prepare in advance for the TSA. The EDB could not control what happened on the ground in the schools. The TSA had lost its intended purpose and should therefore be abolished. Forcing teachers to teach towards the standards set by the TSA was unreasonable because it ignored the variation in learning ability across students.

In response, the EDB replied that they were conscious of the excessive drilling problem caused by the TSA, but believed that schools would make adjustments in the near future. Eddie Ng, then-Secretary for Education said:

“Scrapping the tests would mean that we are going backward. We should address the problem of excessive drilling. Students need to experience the joy of learning. Therefore, I am strongly against the idea of imposing drills on students.”

Nevertheless, Ip (from the Education Constituency) accused Ng of shirking his responsibilities and forcing students to take part in drilling in schools as a result of his policies. Ip believed that Ng’s reply rang hollow since the EDB continued to pressure underperforming schools to improve their test results, resulting in more regimented learning.

A week after tens of thousands of parents signed the Facebook petition, Ng admitted that there were some implementation problems for the TSA and announced that a committee would be set up to comprehensively review the format and timing of the tests. However, he stated that he did not see the need to cancel the TSA and believed that schools should value it as a vital tool in assessing student achievement. Later, the EDB also sent out new guidelines to schools, emphasizing that rote learning, mechanical drills, and repetitive learning drills should be avoided. Teachers were advised to help students to finish their homework at school so that they could have time for extra-curricular activities. It also requested that schools fully detail their homework plans online. A spokesperson from the PTU, however, accused the government of not solving the core problems of the TSA.
Societal Debates

In late October 2015, *Mingpao*, a local newspaper, invited two lawmakers—Michael Tien from the New People’s Party and Kenneth Chan Ka-lok from the Civic Party—to sit for the primary 3 Chinese and primary 6 Mathematics TSA papers. While attempting the questions, Tien said, “I do not know what this question is talking about.” He only attained 11 correct answers out of 23 questions in the Mathematics paper. In the Chinese paper, Tien and Chan got 5 and 6 right answers out of 8 questions respectively. They both thought the test questions were tricky, and that the tests were testing more for the ability to solve tricky problems rather than for basic competencies. Chan also stated that the papers were far beyond the capability of primary 3 pupils. He suggested the TSA should include more open-ended questions that tested more for creativity.

At the RTHK’s City Forum on 1st November 2015, Leung Kee-cheong, a retired principal of Fresh Fish Traders’ School in Kowloon, questioned the need to conducting the TSA. According to Leung, teachers did not need to rely on the TSA statistics to understand the strengths and weakness of their students. For the reading comprehension task in the TSA, the length of each article had increased from around 750 words in 2006 to about 1,300 words in 2014. Teachers were compelled to train students to answer questions faster. Leung said:

“I am worrying that education in Hong Kong will become like the Foxconn factories. Everything needs to be closely supervised. The employees are working like machines. The students are doing just that. All they know is that they need to be prepared for the tests, and they do not know the true meaning of learning.”

Furthermore, Leung mentioned that, out of fear of negative consequences from the poor TSA results (such as school closure, bad reputation, or funding cuts), schools were forced to drill their students with intensive exercises and extra lessons.

In late October 2015, the non-profit Hong Kong Institute for Family Education conducted telephone interviews with 527 parents of primary 3 and primary 6 students. The results showed that around 50 per cent of parents spent time preparing their children for the TSA. The majority of them did not believe that the TSA was useful for their children’s education. A quarter of them spent more than two hours per day on the TSA exercises, while one third of them spent at least an hour a day preparing their children for the TSA. The Institute concluded that the abolishment of the TSA would not get to the root of the problem as another assessment scheme would take its place eventually. Instead, the government needed to make sure that the TSA was implemented in a manner true to its original policy purpose.
Public Hearing at Legislative Council

Albert Chan Wai-yip, a Legislative Council member from the People Power Party, put forward a motion on 25th November 2015. He proposed that the primary 3 TSA examination should be scrapped because it caused too much stress for students and had contributed to a few suicides. He remarked that “the anger of residents is very clear.” However, Ng reiterated that the TSA was essential because it was the only way for schools and officials to track student progress and determine the sort of educational support needed for specific schools to improving learning outcomes. He maintained that the root cause of over-drilling and excessive stress was how the schools approached the TSA, not the TSA itself. Several lawmakers opposed this view and urged the government not to shift the blame to educators and parents.

The motion was voted down due to the split voting system in the LegCo. Even though a majority of Legislative Council members voted in favour of the motion, it failed to pass as more than half of the 25 functional constituency lawmakers present in the Council voted against it.

Following the failed motion, some parents started to call for a class boycott on Facebook. For instance, a group of parents in Tai Po planned to stage a three-day class boycott, hoping the action would pressure the EDB to abolish the examination. A parent in the group, Mr. Wong, said that when he complained to the school about his daughter being given too many assignments, nothing was done to reduce her workload:

“It was not the school’s fault; it was the government’s fault... Of course we do not want a school strike, it will affect the children’s progress in study, but if we do not do that, the government will not care about us.”

The EDB urged the parents to communicate with their children’s schools about their concerns so that the schools can come up with ways to reduce the workload of students. The government also asked the parents to consider the negative impact of the class boycott.

On 29th November 2015, a nine-hour hearing was held by the Legislative Council Panel on Education to collect public views on the TSA. More than 130 citizens including teachers, parents, and students attended. Two primary 3 students shared that they had to deal with a lot of homework every day, and this caused them a lot of stress. Preparation for the TSA did not leave any spare time for them to play.

In contrast, Kitty Chan, a primary 4 student from Yaumati Catholic Primary School (Hoi Wang Road) expressed that she felt “happy” and “relaxed” when taking the TSA, since the papers would not be returned for corrections, and as such she could have more time to play. She did not feel any pressure from the TSA and there was no need to abolish it. She added, “Should we ask the
government to block the road just because there has been a small accident?" Unfortunately, Chan was later identified as the daughter of The Democratic Alliance for the Betterment and Progress of Hong Kong (DAB) deputy spokesman for financial affairs, Danny Chan Chung-cheung. Kitty Chan later acknowledged that the script was mostly written by her father: “He wrote it, and then I changed a little". Danny Chan claimed that the speech had not been reviewed by his Party and the content was entirely approved by his daughter.

Shortly afterwards, Yaumati Catholic Primary School (Hoi Wang Road) released the results of a survey on the TSA conducted among the members of their parent-teacher association in which 52 per cent of respondents supported abolishment of the TSA, with fewer than 20 per cent agreeing that the TSA should continue.

During Ng’s absence, Kevin Yeung Yun-hung, then-Acting Secretary for Education, stated that further “significant changes” could be made to the TSA if the drilling culture did not stop. Meanwhile, parents continued to confront the government on this issue. Kam, the Facebook campaign organiser mentioned above, complained that the adjustments under the enhancement measures so far lacked detail and could hardly be accepted.

**Curbing Drilling Culture**

On 11th December 2015, the EDB sent out letters to the supervisors and heads of Hong Kong’s primary schools with a list of regulations that prohibited schools from arranging extra lessons or mock examinations for the TSA without parental consent. Ng explained that this policy was meant to curb the drilling culture in Hong Kong. Warning letters would be sent to schools if they were found in violation of this policy.

However, parents revealed through various online platforms that the drilling did not stop. Supplementary assignments and extra lessons in schools were still prevalent. Ng reiterated that if parents or students had any concerns they should first communicate these to their respective schools. He also remarked that most parents were relying only on rumours and did not have a full understanding of the real situation.

In February 2016, with the recommendations of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy, the EDB issued a circular memorandum on the TSA 2016 Tryout Study. The assessment papers and question design would be refined to be more in line with the existing curriculum. School reports would also be strengthened to facilitate teaching and learning, and to consolidate the wide range professional support measures. These measures would be implemented as a tryout arrangement in 2016, and its outcomes would inform the implementation of the TSA in 2017.
Schools from around 50 different categories, totalling about 10 per cent of primary schools in Hong Kong, were expected to participate in the study. Schools would be invited to participate based on factors such as districts, school type, and school size. Other schools would be encouraged to take part in the study on a voluntary basis. Participating schools would not be required to conduct any drilling on students. The implementation and progress of the study would be monitored by the Committee. The EDB expressed its wish that the different stakeholders:

“would focus on providing feedback from the experience of the tryout study for future TSAs and professional support measures. This is to enable the development of the TSA to revert to the right track and to further enhance the effectiveness of learning and teaching.”18
**Exhibit 1**

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**EFFECTS OF THE ENHANCEMENT MEASURES IN TEACHING AND LEARNING**

- Students do not need to be familiar with the format of TSA: 75% disagree, 12% neutral, 13% agree.
- Assessments have less TSA formats: 71% disagree, 15% neutral, 14% agree.
- Homework contains less TSA format: 67% disagree, 16% neutral, 17% agree.
- There are less contents that are related to the TSA in teaching plans: 68% disagree, 17% neutral, 15% agree.
- TSA do not affect the teaching materials: 62% disagree, 17% neutral, 21% agree.

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**Chart 1**

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**DEGREE OF DIFFICULTY OF THE TSA PAPER QUESTIONS**

- The degree of difficulty of P.6 TSA is beyond the ability of a P.6 student: 42% agree, 36% neutral, 22% disagree.
- The degree of difficulty of P.3 TSA is beyond the ability of a P.3 student: 51% agree, 29% neutral, 20% disagree.

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**Chart 2**
P.6 students are able to deal with the assessment without drilling
- 70% Disagree
- 21% Neutral
- 9% Agree

P.3 students are able to deal with the assessment without drilling
- 73% Disagree
- 18% Neutral
- 9% Agree

Chart 3

P.6 TSA papers can fully represent the ability of P.6 students
- 34% Disagree
- 37% Neutral
- 29% Agree

P.3 TSA papers can fully represent the ability of P.3 students
- 30% Disagree
- 38% Neutral
- 32% Agree

Chart 4
EFFECTIVENESS OF THE 2014 ENHANCEMENT MEASURES

Chart 5

EXTRA TUTORIAL LESSONS WERE ARRANGED DUE TO TSA

Chart 6
Chart 7

AVERAGE TIME SPENT IN AFTER-CLASS TUTORIAL LESSONS PER WEEK (IN MIN)

- 2010: P.3 = 196, P.6 = 175
- 2013: P.3 = 136.5, P.6 = 129.5
- 2014 (After introducing Enhancement Measures): P.3 = 132.6, P.6 = 124.8

- 2010
- 2013
- 2014 (After introducing Enhancement Measures)

Chart 8

AVERAGE NUMBER OF SUPPLEMENTARY EXERCISES BOUGHT PER ACADEMIC YEAR

- 2010: P.3 = 3.8, P.6 = 3.7
- 2013: P.3 = 4.2, P.6 = 4
- 2014 (After introducing Enhancement Measures): P.3 = 3.1, P.6 = 3.1

- 2010
- 2013
- 2014 (After introducing Enhancement Measures)
**Chart 9**

Stress Level of Teachers

- 0-3: 1%
- 4-6: 19%
- 7-9: 66%
- 10: 14%

**Chart 10**

Stress Level of Students

- 0-3: 3%
- 4-6: 24%
- 7-9: 64%
- 10: 9%
Students’ pressure in sitting for examinations have been reduced

- 65% agree
- 18% neutral
- 16% disagree

Teaching pressure have been reduced

- 62% agree
- 16% neutral
- 20% disagree

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Overall, you agree the P.3 TSA should continue to be implemented

- 67% agree
- 23% neutral
- 10% disagree

Overall, you agree the P.6 TSA should continue to be implemented

- 65% agree
- 25% neutral
- 10% disagree

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Chart 11

Chart 12
Endnotes

1 Education Commission, Reform Proposal for the Education System in Hong Kong, September 2000.

2 Legislative Council Secretariat, Background brief on issues related to the implementation of Territory-wide System Assessment for the Panel on Education, November 2015, p.4.

3 Education Bureau, Progress Report on the Motion on “Returning a Happy Childhood to Students”, February 2015.

4 Education Bureau, Progress Report.


7 Hong Kong Free Press, “More than 30,000 people sign up in support of abolishing Primary 3 TSA exams”, 20th October 2015, https://www.hongkongfp.com/2015/10/20/more-than-30000-netizens-sign-up-to-end-primary-3-tsa-exams/.


13 For a motion to be upheld, it requires the majority support of lawmakers in both the geographical constituencies, elected by the public at large, and the functional constituencies.


