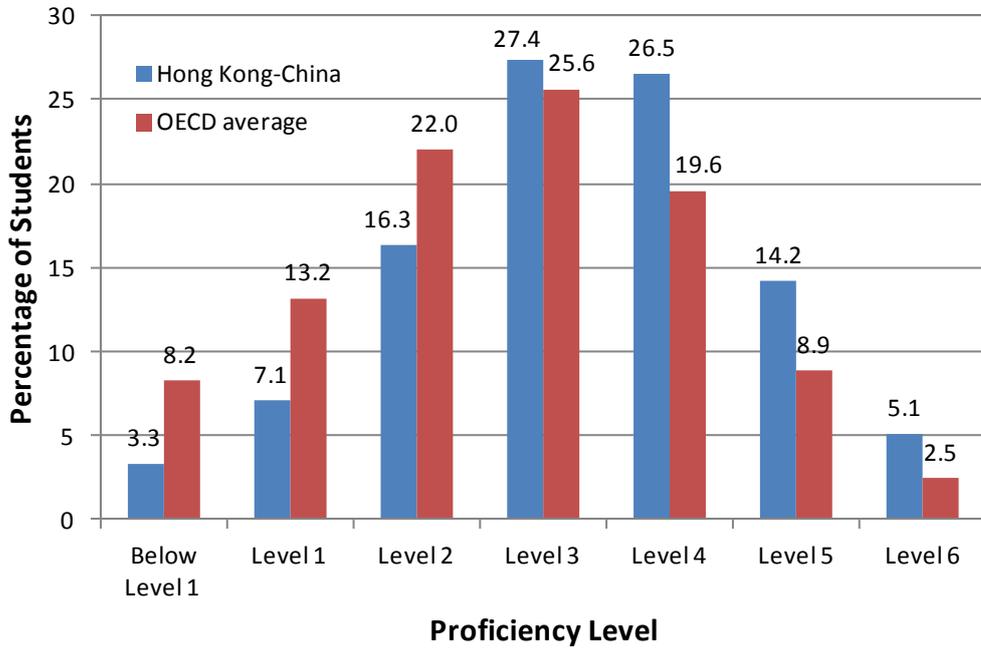


**Table 1. Performance of 15-Year-Old Students in CBA Problem Solving, CBA Mathematics and Digital Reading in PISA 2012**

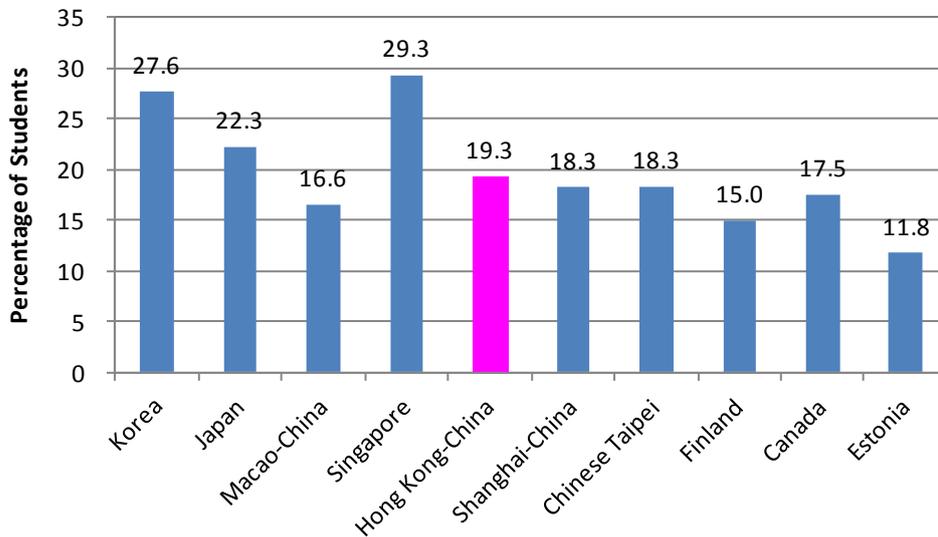
CBA Problem Solving			CBA Mathematics			Digital Reading		
Countries/Economies	Mean	S.E.	Countries/Economies	Mean	S.E.	Countries/Economies	Mean	S.E.
Singapore	562	(1.2)	Singapore	566	(1.3)	Singapore	567	(1.2)
Korea	561	(4.3)	Shanghai-China	562	(3.4)	Korea	555	(3.6)
Japan	552	(3.1)	Korea	553	(4.5)	<b>Hong Kong-China</b>	<b>550</b>	<b>(3.6)</b>
Macao-China	540	(1.0)	<b>Hong Kong-China</b>	<b>550</b>	<b>(3.4)</b>	Japan	545	(3.3)
<b>Hong Kong-China</b>	<b>540</b>	<b>(3.9)</b>	Macao-China	543	(1.1)	Canada	532	(2.3)
Shanghai-China	536	(3.3)	Japan	539	(3.3)	Shanghai-China	531	(3.7)
Chinese Taipei	534	(2.9)	Chinese Taipei	537	(2.8)	Estonia	523	(2.8)
Canada	526	(2.4)	Canada	523	(2.2)	Australia	521	(1.7)
Australia	523	(1.9)	Estonia	516	(2.2)	Ireland	520	(3.0)
Finland	523	(2.3)	Belgium	512	(2.5)	Chinese Taipei	519	(3.0)
United Kingdom	517	(4.2)	Germany	509	(3.3)	Macao-China	515	(0.9)
Estonia	515	(2.5)	France	508	(3.3)	United States	511	(4.5)
France	511	(3.4)	Australia	508	(1.6)	France	511	(3.6)
Netherlands	511	(4.4)	Austria	507	(3.5)	Italy	504	(4.3)
Italy	510	(4.0)	Italy	499	(4.2)	Belgium	502	(2.6)
Czech Republic	509	(3.1)	United States	498	(4.1)	Norway	500	(3.5)
Germany	509	(3.6)	Norway	498	(2.8)	Sweden	498	(3.4)
United States	508	(3.9)	Slovak Republic	497	(3.5)	Denmark	495	(2.9)
Belgium	508	(2.5)	Denmark	496	(2.7)	Germany	494	(4.0)
Austria	506	(3.6)	Ireland	493	(2.9)	Portugal	486	(4.4)
Norway	503	(3.3)	Sweden	490	(2.9)	Austria	480	(3.9)
Ireland	498	(3.2)	Russian Federation	489	(2.6)	Poland	477	(4.5)
Denmark	497	(2.9)	Poland	489	(4.0)	Slovak Republic	474	(3.5)
Portugal	494	(3.6)	Portugal	489	(3.1)	Slovenia	471	(1.3)
Sweden	491	(2.9)	Slovenia	487	(1.2)	Spain	466	(3.9)
Russian Federation	489	(3.4)	Spain	475	(3.2)	Russian Federation	466	(3.9)
Slovak Republic	483	(3.6)	Hungary	470	(3.9)	Israel	461	(5.1)
Poland	481	(4.4)	Israel	447	(5.6)	Chile	452	(3.6)
Spain	477	(4.1)	United Arab Emirates	434	(2.2)	Hungary	450	(4.4)
Slovenia	476	(1.5)	Chile	432	(3.3)	Brazil	436	(4.9)
Serbia	473	(3.1)	Brazil	421	(4.7)	United Arab Emirates	407	(3.3)
Croatia	466	(3.9)	Colombia	397	(3.2)	Colombia	396	(4.0)
Hungary	459	(4.0)	<i>OECD average</i>	497	(0.7)	<i>OECD average</i>	497	(0.6)
Turkey	454	(4.0)						
Israel	454	(5.5)						
Chile	448	(3.7)						
Cyprus	445	(1.4)						
Brazil	428	(4.7)						
Malaysia	422	(3.5)						
United Arab Emirates	411	(2.8)						
Montenegro	407	(1.2)						
Uruguay	403	(3.5)						
Bulgaria	402	(5.1)						
Colombia	399	(3.5)						
<i>OECD average</i>	500	(0.7)						

Note: Shaded area indicates scores significantly different from those of Hong Kong.

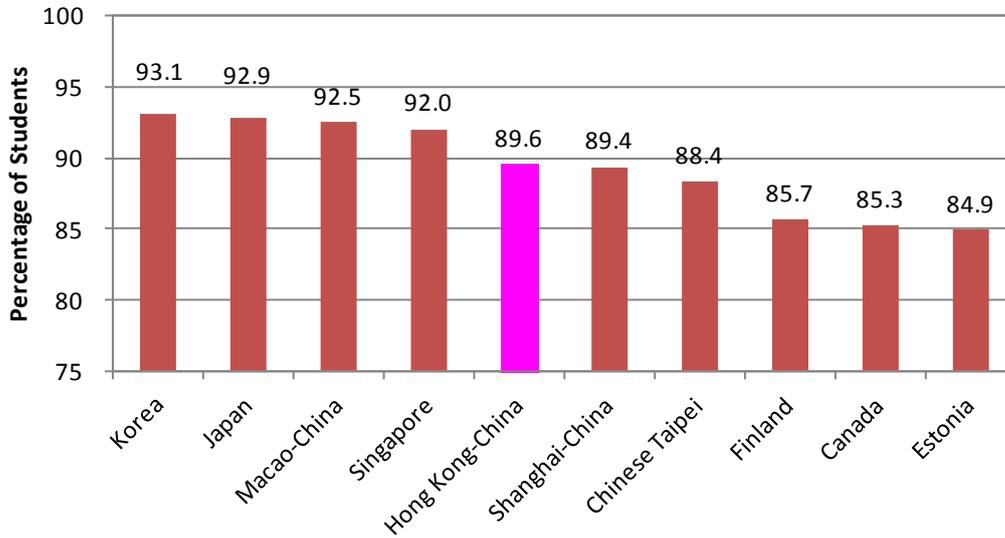
**Figure 1. Distribution of Students at Each Proficiency Level of the CBA Problem Solving Scale (Hong Kong versus OECD Average)**



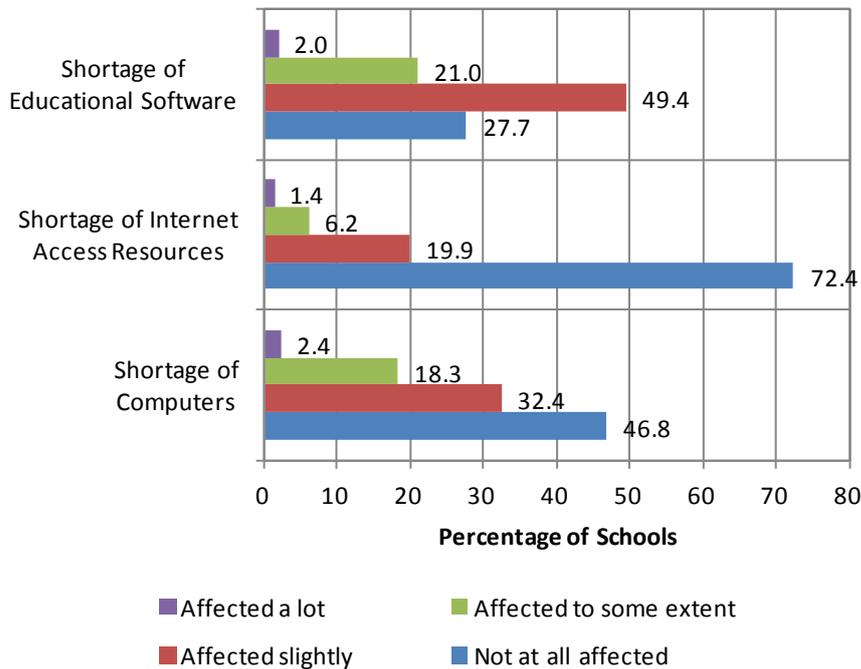
**Figure 2. Percentage of Students Attaining Top Levels (Level 5 and Above) in CBA Problem Solving in Top Ten Countries/Economies**



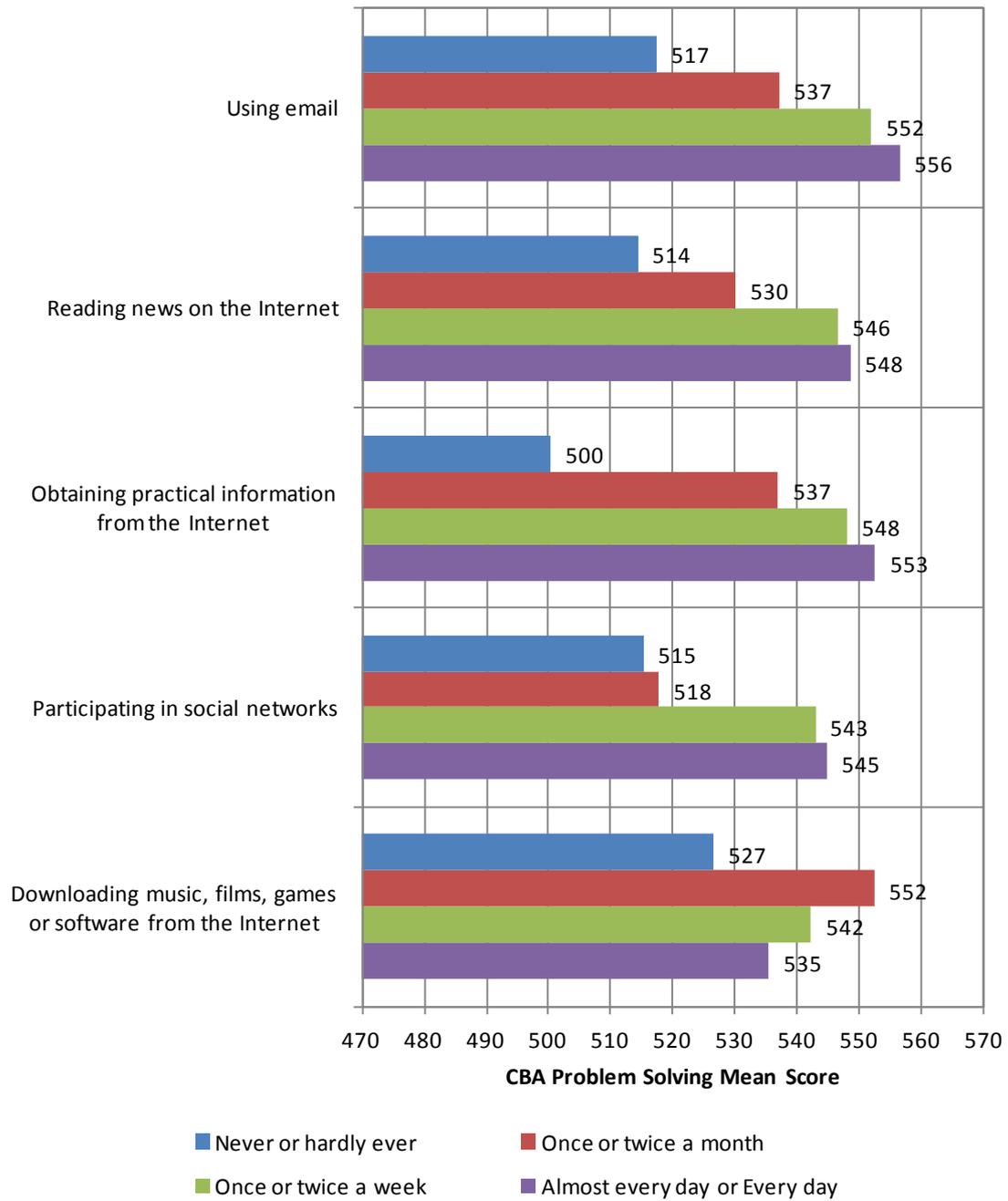
**Figure 3. Percentage of Students Attaining Baseline Level (Level 2) in CBA Problem Solving in Top Ten Countries/Economies**



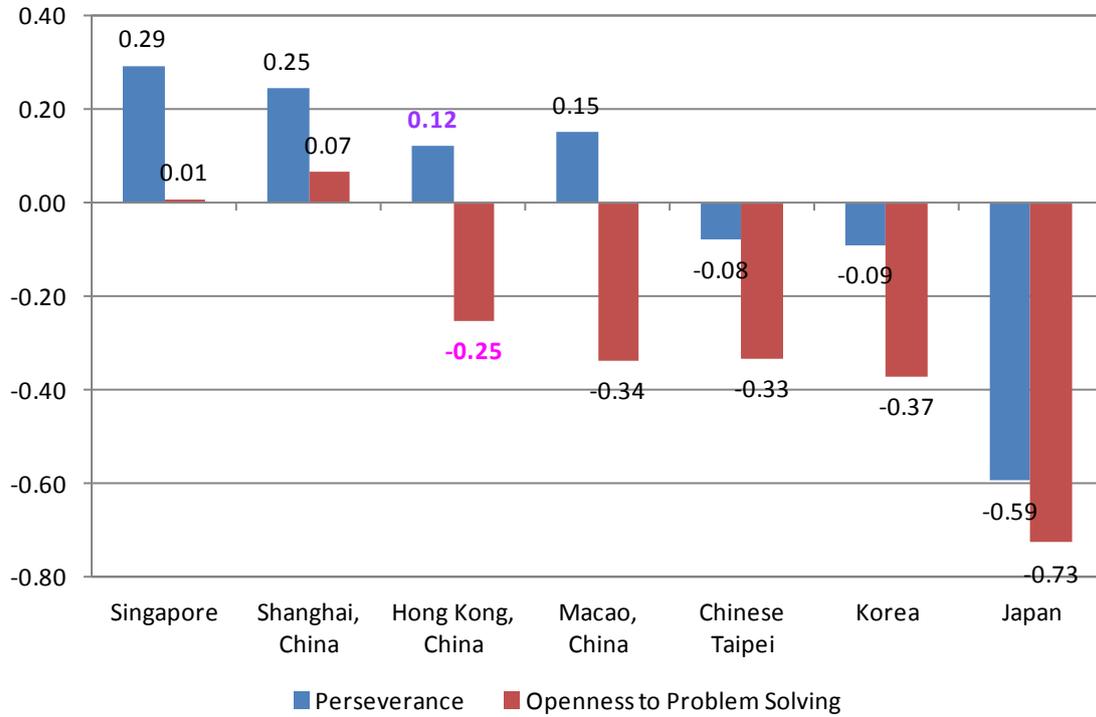
**Figure 4. Percentage of Schools Reporting that Shortage of ICT Resources in School Had Affected Teaching Quality (PISA 2012)**



**Figure 5. Relationship between Online Activities and CBA Problem Solving Performance of Hong Kong Students**

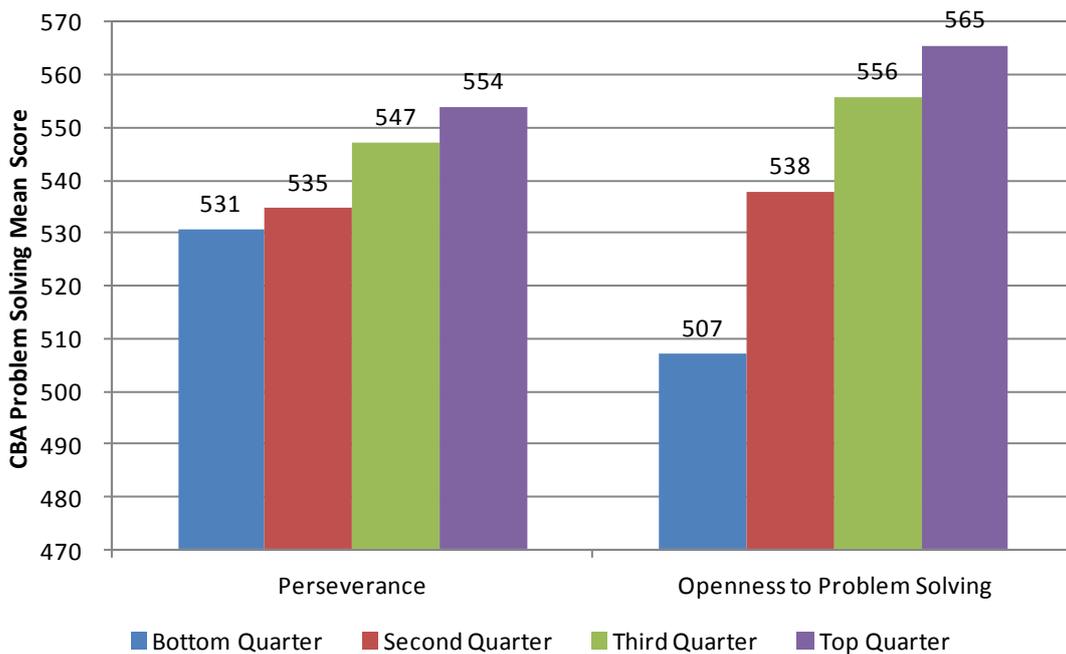


**Figure 6. Indices of Perseverance and Openness towards Problem Solving of Students in East Asian Societies**

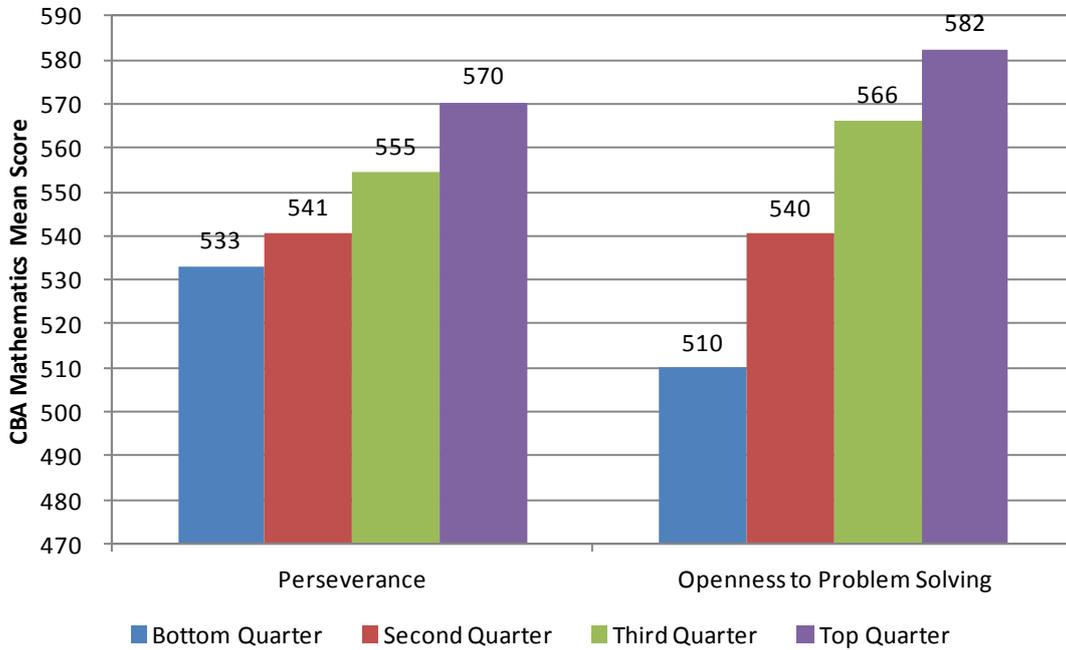


- Note: 1. The OECD average is 0.00  
 2. Perseverance refers to working on tasks until everything is perfect, not giving up easily, and doing more than what is expected when confronting with a problem.  
 3. Openness refers to seeking explanations of things, linking facts together, and not avoiding complexity when confronting with a problem.

**Figure 7. Relationship between Perseverance and Openness towards Problem Solving and CBA Problem Solving Performance of Hong Kong Students**



**Figure 8. Relationship between Perseverance and Openness towards Problem Solving and CBA Mathematics Performance of Hong Kong Students**



**Figure 9. Relationship between Perseverance and Openness towards Problem Solving and Digital Reading Performance of Hong Kong Students**

