

Abstract

The Tower of London (TOL) is a test measuring the planning ability, which is one of the problem solving ability. Different methods in administration and scoring and lack of normative data especially in children population in Hong Kong made the interpretation of the TOL performance difficult. Many previous studies focused their research in 3-disc TOL in order to measure the planning ability of the participants. This study aims at setting a norm of the 4-disc TOL in the Hong Kong children. Based on the result, the discriminating power of 3-disc TOL and 4-disc TOL are compared. Raven's Standard Progressive Matrices was administrated. Also, the relationship between the TOL performance, intelligence and the academic performance were investigated. It was observed that older children scored higher marks in the TOL performance and more items correct. The result indicated the planning ability developed throughout childhood, which was consistent with other evidences. The planning time was not significant related to age. The 4-disc TOL had a stronger discriminating power than 3-disc TOL. There was no gender difference in the TOL test. There was moderate correlation between the TOL performance and intelligence but no correlation between the TOL performance and academic performance was found.