Results of Primary 3 English Language in TSA 2014

The territory-wide percentage of P.3 students achieving English Language Basic Competency in TSA 2014 is 80.3%, indicating no significant change in the percentage of students achieving basic competency in 2014 as compared to that of 2013.

Primary 3 Assessment Design

The assessment tasks for TSA 2014 P.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills of listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.3 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 91 items and 103 score points. Some items appeared in different written sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 20 minutes, while each Reading and Writing sub-paper was 25 minutes. The oral assessment comprised of two components, 'Reading Aloud and Personal Experiences' as well as 'Picture Description', with six sub-papers in each component. The oral assessment consisted of twelve sub-papers. The number of items on the various sub-papers is summarized in Table 7.1a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

Table 7.1a Number of Items and Score Points for P.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Paper					
Listening	19(19)	20(20)	20(20)	--	39(39)
Reading	25(25)	25(25)	25(25)	--	50(50)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	45(51)	46(52)	46(52)	--	91(103)
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Personal Experiences (short answers)	2(4)	2(4)	2(4)	--	6(4)
Picture Description (short answers and pronunciation)	2(6)	2(6)	2(6)	--	6(6)

* Items that appear in different sub-papers are counted once only.

Table 7.1b Composition of P.3 Written Sub-papers

Written Assessment			
Basic Competency	No. of Items (Score Points)		
Listening	3EL1	3EL2	3EL3
	19(19)	20(20)	20(20)
Reading	3ERW1	3ERW2	3ERW3
	25(25)	25(25)	25(25)
Writing	3ERW1	3ERW2	3ERW3
	1(7)	1(7)	1(7)

Table 7.1c Composition of P.3 Speaking Sub-papers

Speaking Assessment			
Basic Competency	No. of Items (Score Points)		
L2-R-3-P3BC (Reading aloud)	3ES01 & 3ES03 2(8)	3ES05 & 3ES07 2(8)	3ES09 & 3ES11 2(8)
L1-S-3-P3BC (Short answers)	3ES01 – 3ES04 4(16)	3ES05 – 3ES08 4(16)	3ES09 – 3ES12 4(16)
L3-S-1-P3BC (Picture description – pronunciation)	3ES02 & 3ES04 2(4)	3ES06 & 3ES08 2(4)	3ES10 & 3ES12 2(4)

P.3 Listening Items

Each student was required to attempt one of the three sub-papers (about 20 minutes), each of which consisted of three listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in Tables 7.2 and 7.3.

Table 7.2 P.3 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	6
L2-L-3-P3BC	Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	33
	TOTAL	39

Table 7.3 P.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Jenny's Hobby *3EL1 / 3EL2 Part 1A*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Jenny's Best Friend *3EL1 / 3EL3 Part 1B*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	An Old Tree *3EL1 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Jenny's Neighbour *3EL2 Part 1B*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	At the Beach *3EL2 / 3EL3 Part 2*	Multiple Choice	10(10)
L2-L-1-P3BC L2-L-3-P3BC	A Pet Dog *3EL3 Part 1A*	Multiple Choice	5(5)

P.3 Reading Items

Each student was required to attempt four reading tasks in one of the three Reading and Writing sub-papers (25 minutes each). About 15 minutes was allotted for completion of the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

Table 7.4 P.3 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	44
L2-R-6-P3BC	Applying a small range of simple reference skills	6
	TOTAL	50

Table 7.5 P.3 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC L2-R-6-P3BC	Book Covers *3ERW1 / 3ERW3 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	School Open Day *3ERW1 Part 2*	Multiple Choice	6(6)
L2-R-5-P3BC	Staying with Grandma *3ERW1 Part 3*	Multiple Choice	7(7)
L2-R-5-P3BC	A School Picnic *3ERW1 / 3ERW2 Part 4*	Multiple Choice	7(7)
L2-R-5-P3BC L2-R-6-P3BC	Contents Page *3ERW2 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	The Menu *3ERW2 / 3ERW3 Part 2*	Multiple Choice	6(6)
L2-R-5-P3BC	Insects *3ERW2 / 3ERW3 Part 3*	Multiple Choice	7(7)
L2-R-5-P3BC	A Clever Dog *3ERW3 Part 4*	Multiple Choice	7(7)

P.3 Writing Tasks

Each student was required to attempt one writing task in one of the three Reading and Writing sub-papers (25 minutes each). About 10 minutes was allotted for completion of the writing task in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

Table 7.6 P.3 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-W-3-P3BC	Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues	1
L2-W-4-P3BC	Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes	1
TOTAL		2

Table 7.7 P.3 Writing: Item Description

Basic Competency	Item Description	No. of Items (Score Points)
L2-W-3-P3BC L2-W-4-P3BC	At the Toy Shop *3ERW1 / 3ERW2 Part 5*	½(4) ½(3)
L2-W-3-P3BC L2-W-4-P3BC	My Birthday *3ERW3 Part 5*	½(4) ½(3)

P.3 Speaking Tasks

Two components were designed for P.3 oral assessment. The first was '**Reading Aloud and Expression of Personal Experiences'** (hereafter RA & PE) which required students to read aloud a text of approximately 35 – 40 words in length and then to answer a set of questions based on the theme of the text. Students were assessed on their <u>reading fluency and response to the Oral Examiners' questions</u>. For this task, students were given two minutes to prepare for the assessment, one minute to complete the RA text and two minutes to complete the questions for PE. The second task was **'Picture Description'** (hereafter PD) which required students to answer the Oral Examiner's questions based on a single picture or series of smaller pictures. Students were assessed on the <u>relevancy and response to the questions as well as their pronunciation</u>. For PD, students were given three minutes to study the question paper and two minutes to complete the Oral Examiners' questions.

Each component represented one half of the total sub-papers used for the oral assessment. RA & PE were comprised of sub-papers *3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES011* and PD were comprised of *3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12.* A set of four sub-papers (two RA & PE tasks and two PD tasks) were alternately assessed in an assessment session. Sub-papers consisted of different topics: ***Helpful People (3ES01), In a Park (3ES02), My Toys (3ES03), At Home (3ES04), The Library (3ES05), Preparing for Grandma's Birthday (3ES06), Hobbies (3ES07), A PE Lesson (3ES08), Ice-cream (3ES09), In a Supermarket (3ES10), My Pet (3ES11)*** and ***Different Weather (3ES12)***. A total of three sessions were conducted over the 1.5 days of assessment held on 7 and 8 May 2014. Descriptions of the speaking tasks are provided in Table 7.8.

Table 7.8 P.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L2-R-3-P3BC	Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly	Reading Aloud *3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11*	6(RA + PE)
L1-S-3-P3BC	Providing short answers to short and simple questions	Expression of Personal Experiences *3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11*	
L3-S-1-P3BC	Pronouncing simple and familiar words comprehensibly	Picture Description *3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12*	6(PD)
L1-S-3-P3BC	Providing short answers to short and simple questions		

Performance of P.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2014

P.3 Listening

Design of Listening Papers

There are three listening sub-papers altogether, namely 3EL1, 3EL2 and 3EL3. In the sub-papers, there are six listening tasks:

Tasks	Text-types
Jenny's Hobby	Conversation
Jenny's Best Friend	Conversation
An Old Tree	Story
Jenny's Neighbour	Conversation
At the Beach	Conversation
A Pet Dog	Conversation

Performance of Students with Minimally Acceptable Levels of Basic Competence in Listening Tasks

Students with minimally acceptable levels of basic competence were able to

- identify key words on familiar topics or on topics related to daily life experiences with straightforward verbal and pictorial cues

- identify the connection of ideas linked by a small range of cohesive devices as well as the causal relationship between ideas

- distinguish basic differences in intonation and discriminate between common words with a small range of consonant sounds

Task Name: Jenny's Hobby (Conversation)

Task Content: Jenny talks to her teacher about her hobby. Jenny loves collecting stamps. She started collecting stamps when she was five years old. She gets the stamps from a stamp shop and her parents. She talks about the stamps that she likes and dislikes. At the end, Miss Chan gives her a beautiful stamp!

Distinguishing the Tone of Speaker When Expressing Excitement

- Almost all students were able to identify the correct picture of Jenny looking excited when they heard her saying '*Oh, this stamp is so beautiful! Thank you, Miss Chan!*'.
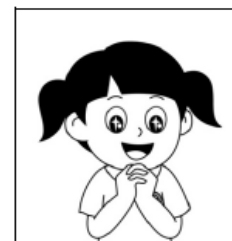
● A.

3EL1/2 P1A Q.5

Task Name: Jenny's Best Friend (Conversation)

Task Content: Jenny talks to Uncle David about her best friend. Jenny showed Uncle David some photos that she took at her best friend's house yesterday. Her friend Mina lives in Fanling and keeps a pet dog. She is very kind and helpful. She loves reading English books and they play English word games at school.

Identifying Key Words Related to Daily Life Experiences

- In this task, students were able to identify key words related to daily life experiences such as <u>districts</u> and <u>games</u>. When asked where Mina lived, most students were able to identify 'Fanling' as the correct answer when they heard '*She lives in Fanling.*' (*3EL1/3 Part 1B Q.2*).

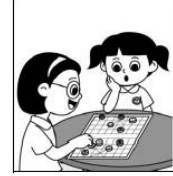- Most students could also identify the picture of Jenny and Mina playing English word games even with distractors given in the spoken text:

  Uncle David: *Is she good at English?*

  Jenny: *Yes, she loves reading English books. We sometimes <u>play English word games</u> at school…*
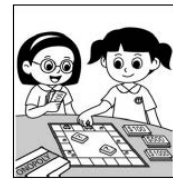
3EL1/3 P1B Q.5

Identifying the Causal Relationship between Ideas

- In this task, a majority of the students could identify the causal relationship of ideas built in the spoken text. When asked why Jenny liked her friend, students were able to identify 'she is kind' and 'she helps Jenny with her homework' as the correct answers when they heard '<u>My friend is very kind. She helps me with my English homework. I like her very much.</u>'.

4. Jenny likes her friend because _____.

    1)   she is pretty
    2)   she is kind
    3)   she helps Jenny with her homework
    4)   she lives in a big house

   ○   A.   1 and 3
   ○   B.   1 and 4
   ●   C.   2 and 3
   ○   D.   2 and 4

3EL1/3 P1B Q.4

Distinguishing the Tone of Speaker When Expressing Doubt

- The majority of the students were able to identify the correct picture of Jenny looking puzzled when they heard her saying '*That's her pet. Yes, it's small and cute. But every time I touch it, it barks at me. I don't know why.*'.
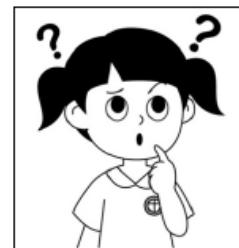
●   A.

3EL1/3 P1B Q.3

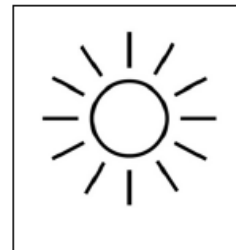### *Distinguishing a Small Range of Initial Consonants*

- In this task, a majority of the students were able to distinguish initial consonants *'D'*, *'G'*, *'M'* and *'T'*. They could identify '*Mina*' as the name of Jenny's best friend from '*Dina*', '*Gina*' and '*Tina*' (*3EL1/3 Part 1B Q.1*).

Task Name: An Old Tree (Story)

Task Content: Sam lives in Tin Kong Village. It is very quiet and there are many trees. He loves the old tree in front of his house and likes to sit under the old tree with his family. One day, a man comes to the village and wants to cut down the old tree to build a new road there. Sam is angry. The old tree tells the man not to kill it because trees and people are friends. The man puts down his axe and Sam is very happy. He can sit under the old tree with his family again.

Identifying Key Words on Familiar Topics

- In this task, almost all students were able to identify key words on a familiar topic about <u>weather conditions</u>. Students were able to identify the picture of sunny weather as the time when Sam and his family liked to sit under the old tree while they heard *'Sam and his family like to sit under it <u>on sunny days</u>.'*.

● A.

3EL1 P2 Q.4

Distinguishing a Small Range of Initial Consonants

- In this task, a majority of the students could distinguish the name of a village. They could distinguish *'Tin **K**ong'* from *'Tin **B**ong'*, *'Tin **H**ong'* and *'Tin **T**ong'* (*3EL1 Part 2 Q.1*).

Distinguishing the Tone of Speaker When Expressing Anger

- Most students could identify the speaker's tone expressing anger. They were able to identify Sam was angry when they heard *'Don't kill the tree. It's my friend!'*.

● B.

3EL1 P2 Q.5

Task Name: Jenny's Neighbour (Conversation)

Task Content: Jenny talks to her new neighbour, Mr White. He is a dentist and lives with his wife and two sons. He also has a dog. He is looking for a cake shop and Jenny tells him about Daisy Bakery.

Identifying the Connection between Ideas Using Cohesive Devices

- In this task, students were able to identify the connection of ideas linked by '*and*'. The majority of the students were able to tell that Mr White lives with his wife and two sons when they heard '*I live with my wife and two sons.*' (*3EL2 Part 1B Q.3*).

- Most students could also identify Jenny's favourite food as 'cookies' when the ideas were contrasted by '*but*':

  Mr White: *Does it sell sandwiches?*
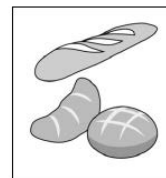
  Jenny: *Yes. It also sells cupcakes and bread. **But** I like the cookies most. They are yummy.*
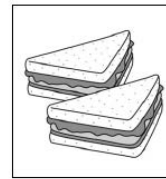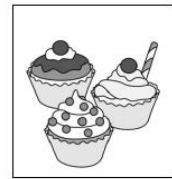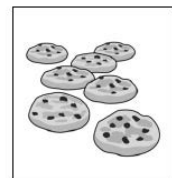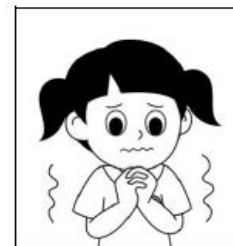

3EL2 P1B Q.5

Distinguishing the Tone of Speaker When Expressing Fear

- Most students showed ability in distinguishing speakers' tones when expressing fear. They were able to identify the correct picture of Jenny with a frightened look when they heard '*Oh, it's a big dog!*'.

3EL2 P1B Q.1

Distinguishing a Small Range of Initial Consonants

- In this task, a majority of the students were able to distinguish the name of the bakery that Mr White could go to. They were capable of distinguishing '*Daisy*' from '*Hazy*', '*Maisy*' and '*Tasty*' (*3EL2 Part 1B Q.4*).

Task Name: At the Beach (Conversation)

Task Content: Jenny talks to her grandpa about her day at the beach. Her dad took her to Davis Beach and Jenny played with a water gun and built a sandcastle with her mum. She also drew a picture of the beach. Later on she met her classmate Shirley there and they played with a beach ball. The ball hit the food when mum was taking the food out and there was nothing to eat. Jenny's dad took Jenny to a fast food shop. She ate a lot of food.
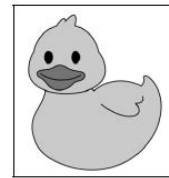
Identifying Key Words with Straightforward Verbal and Pictorial Cues

- In this task, most students could identify what Jenny and Shirley played with on the beach and choose the correct picture with straightforward verbal and pictorial cues '...*We played with a beach ball.*'.
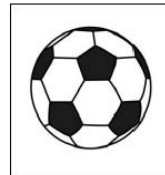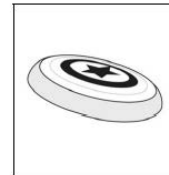
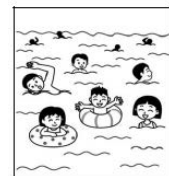6. What did Jenny and Shirley play with?
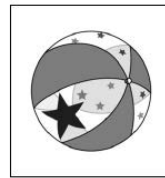
3EL2/3 P2 Q.6

- Students could also correctly identify the picture drawn by Jenny '...*But I drew a picture of the beach. Look, there are many people swimming in the sea.*'.

5. Jenny drew a picture of the beach. Which one is it?

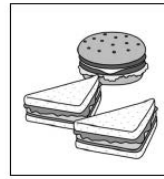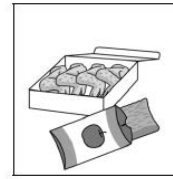3EL2/3 P2 Q.5

Identifying the Connection between Ideas Using Cohesive Devices

- In this task, students were able to identify the connection of ideas linked by '*also*'. Most students were able to identify the food that Jenny ate at the fast food shop when they heard Jenny saying '*…Mum ate a hamburger and an apple pie. I was very hungry so I ate two sandwiches. I **also** had four chicken wings.*'.

8. What did Jenny eat at a fast food shop?

○ A.   ○ B.
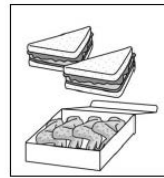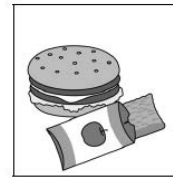
● C.   ○ D.

3EL2/3 P2 Q.8

- The majority of the students could also identify the things that Jenny did on the beach when the ideas were linked by '*too*' in the spoken text: '*I played with a water gun on the beach. Mum and I built a big sandcastle too.*'

3. What did Jenny do on the beach?

1.   2.

3.   4.
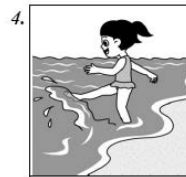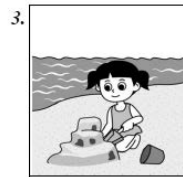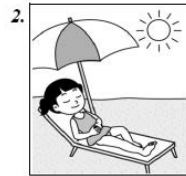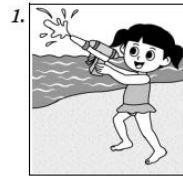
● A. 1 and 3
○ B. 1 and 4
○ C. 2 and 3
○ D. 2 and 4

3EL2/3 P2 Q.3

Distinguishing the Tone of Speaker When Expressing Sadness

- The majority of the students showed ability in distinguishing the speaker's tone when he/she expressed sadness. When they heard Jenny saying '*…I built a big sandcastle too… But the water came suddenly and washed it away.*', they were able to choose the picture of Jenny with a sad face.

● B.

3EL2/3 P2 Q.4

P.3 Reading

Design of Reading Papers

There are three reading sub-papers altogether, namely 3ERW1, 3ERW2 and 3ERW3. In the sub-papers, there are eight reading tasks:

Tasks	Text-types
Book Covers	Book cover
School Open Day	Card
Staying with Grandma	Notes
A School Picnic	Diary
Contents Page	Contents Page
The Menu	Menu
Insects	Poster
A Clever Dog	Story

Performance of Students with Minimally Acceptable Levels of Basic Competence in Reading Tasks

Students with minimally acceptable levels of basic competence were able to

- identify key words on familiar topics

- identify key words with the help of straightforward contextual clues and pictorial cues

- identify the connection between ideas with the help of cohesive devices

- identify the connection of ideas in a menu/poster

- apply a small range of simple reference skills to obtain information from book covers and the contents page

- predict content from book covers and contents page with the help of pictorial cues and contextual clues

- interpret unfamiliar words with the help of contextual clues and pictorial cues

Task Name: Book Covers (Book Cover)

Task Content: Peter looked at the book covers of '*Mary's Christmas Party*' and '*Bobby the Bookworm*'.

Obtaining Information from Book Covers

- In this task, a majority of the students were able to identify the author of a book from the book cover. They were able to identify 'Sandy Mark' as the author of the book '*Mary's Christmas Party*' *(3ERW1/3 Part 1 Q.1)*. The majority of the students could also identify that there were word cards in '*Bobby the Bookworm*' when reading the book cover *(3ERW1/3 Part 1 Q.2)*.
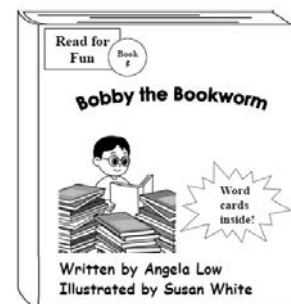
Predicting Content from Book Covers

- In this task, most students were able to deduce meaning from the book cover of '*Mary's Christmas Party*'. With the help of the pictorial cues and contextual clues on this book cover, they were able to predict that Peter could see the picture of Mary opening Christmas gifts beside a Christmas tree in the book.

4. Which picture can Peter see in 'Mary's Christmas Party'?
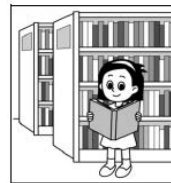
3ERW1/3 Part 1 Q.4

Task Name: School Open Day (Card)

Task Content: Peter read a card from school about School Open Day. In the card, details of the School Open Day were given: date, time, programmes, etc.

```
                 Tin Tin Primary School
                  We invite you all to our

                   School Open Day
           24ᵗʰ October 2014, Friday (1 p.m. – 7 p.m.)
           25ᵗʰ October 2014, Saturday (9 a.m. – 5 p.m.)

         ******************************************
              A fun day for you and your family
                      COME and SEE
      -  Drawings and photos by students in the Playground
      -  A Magic Show by old students in the School Hall
      -  A Dance Show by our school dance team in the
         Activity Room
                       and ENJOY

         Cookies, sandwiches and drinks prepared by parents

         ******************************************
      Please visit www.openday.ttps.edu.hk for more information
```
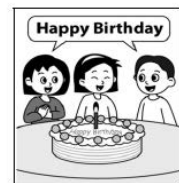
Identifying Key Words on Familiar Topics

- In this task, a majority of the students were able to identify key words on familiar topics such as *dates and days* in the card. They could understand that Peter's parents could visit the school on *two* days, i.e. 24ᵗʰ October 2014, Friday and 25ᵗʰ October 2014, Saturday.

2. Peter's parents can visit the school on _____ days.
   - ● A. 2
   - ○ B. 3
   - ○ C. 4
   - ○ D. 5

   3ERW1 Part 2 Q.2

Identifying the Connection between Ideas Linked by Cohesive Devices

- The majority of the students were able to identify the connection of ideas linked by '*and*'. They were able to identify the food and drinks that parents were going to make for the Open Day by referring to the information in the card '*Cookies, sandwiches **and** drinks prepared by parents*'.

5. Parents are going to make _____ for the Open Day.
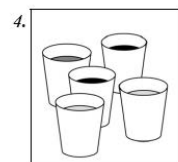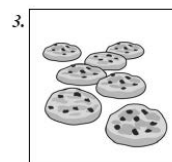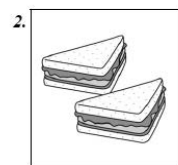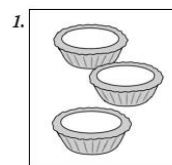
   - ○ A. 1, 2 and 3
   - ○ B. 1, 2 and 4
   - ○ C. 1, 3 and 4
   - ● D. 2, 3 and 4

   3ERW1 Part 2 Q.5

Task Name: Staying with Grandma (Notes)

Task Content: Peter did a project about his summer holiday. He has written some notes about how he spent his days with Grandma.

Monday
Grandma enjoys cooking. She cooked chicken wings for me. Yummy!

Tuesday
I went hiking with Grandma in the hills from 9 – 11 a.m. I was tired!

Staying with Grandma

Thursday
I helped Grandma clean the floor. I also washed the clothes and dishes. I dropped a bowl and it broke. Sorry, Grandma.

Wednesday
Grandma loves telling stories. She told me a story about giants. I was afraid!
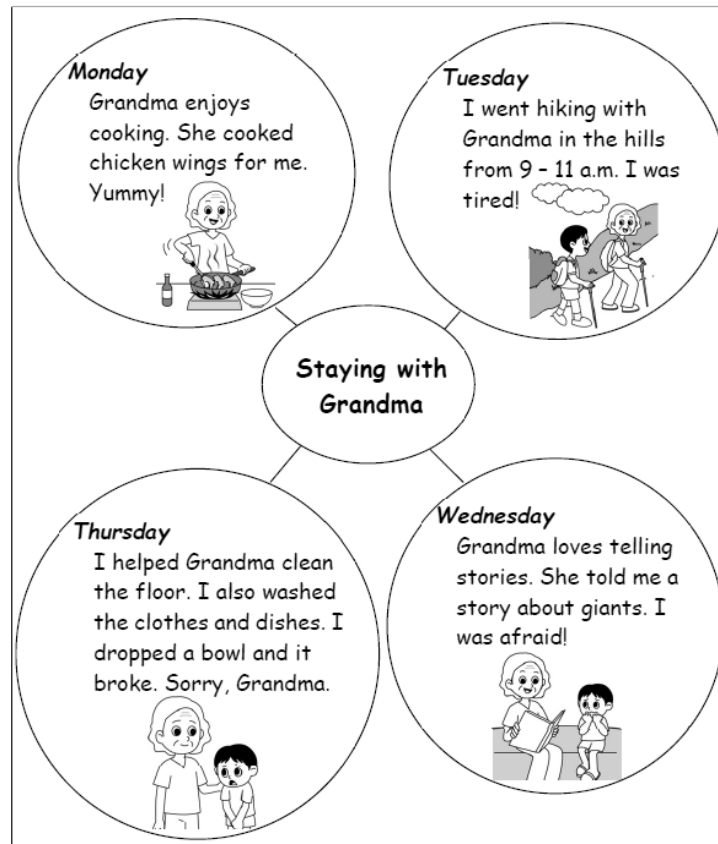
Identifying Key Words with Straightforward Contextual Clues

- A majority of the students were able to identify key words about days of the week with straightforward contextual clues in the notes. When asked about the number of days Peter stayed at Grandma's home, students were able to identify '*Monday*', '*Tuesday*', '*Wednesday*' and '*Thursday*' in the notes and choose '*4 days*' as the correct answer (*3ERW1 Part 3 Q.1)*. Students could also identify '*Wednesday*' as the day on which Grandma told Peter a story (*3ERW1 Part 3 Q.6)*.

- A majority of the students were also able to match the correct picture with the key word identified in the notes. When asked about how Peter felt after eating the chicken wings, they could match the picture of Peter with a smiling face with the key word *'Yummy!'*.
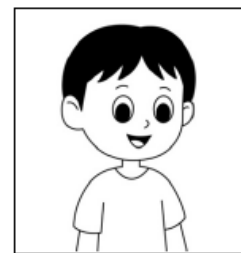
● A.

3ERW1 Part 3 Q.2

Identifying the Connection between Ideas Linked by Cohesive Devices

- The majority of the students were able to identify the connection of ideas linked by '*also*'. They were able to identify the things that Peter did for Grandma when the ideas were linked explicitly by a cohesive device in the notes: '*I helped Grandma clean the floor. I also washed the clothes and dishes.*'

4. What did Peter do for Grandma?

- A.   1, 2 and 3
- B.   1, 2 and 4
- C.   1, 3 and 4
- D.   2, 3 and 4

3ERW1 Part 3 Q.4

Interpreting Unfamiliar Words with Contextual Clues and Pictorial Cues

- Students were able to interpret the meaning of unfamiliar words with the help of contextual clues and pictorial cues. When asked which book Grandma used to tell a story to Peter, the majority of the students were able to interpret the meaning of the unfamiliar word '*giants*' as something which was frightening with the help of the contextual clue '*I was afraid*' and the pictorial cues given in the options.

7. Which book did Grandma use to tell the story?

A.   B.

C.   D.
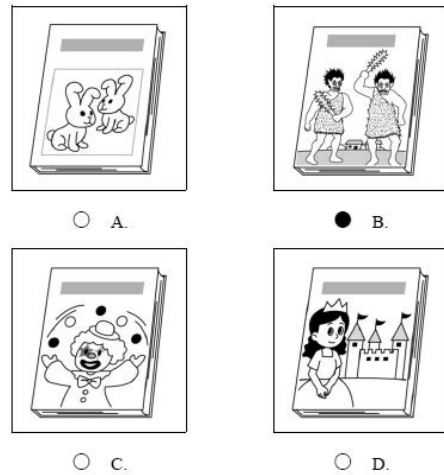
3ERW1 Part 3 Q.7

Task Name: A School Picnic (Diary)

Task Content: Peter wrote a diary about his school picnic. He went to Sunny Park on a school bus. When he arrived at the park, he took some photos and his classmates played other games. Peter played football with Tommy later and the ball got stuck in a tree. Finally, Mr King came to help.

Friday   14th March 2014

    It was cloudy today. My classmates and I had a picnic. We took the school bus to Sunny Park. On the way, we listened to music and sang songs with our class teacher, Mr Lo.

    When we arrived at the park, I took some photos. Some classmates played badminton and some skipped. It was fun!

    Later I played football with Tommy. He kicked the ball high into the air. It got stuck in a tree. We wanted to get it down from the tree, but it was too high. We were sad.

    A man came to help. He jumped and hit the ball. It fell from the tree. When Tommy and I got the ball back, we thanked him and he talked to us. His name was Mr King. He was from Canada. He said my English was good. I was happy.

(lines: 5, 10)

Identifying Key Words with Pictorial Cues

- A majority of the students were able to identify the activity that Peter and his classmates did on the school bus with the help of pictorial cues. They could match the picture of students singing on the school bus with the key words found in the diary: '...*we listened to music and sang songs...*'.

1. What did Peter and his classmates do on the school bus?

  ○ A.   ○ B.

  ● C.   ○ D.

3ERW1/2 Part 4 Q.1

Interpreting Unfamiliar Words with Contextual Clues and Pictorial Cues

- The majority of the students showed ability in interpreting unfamiliar words by using contextual clues and pictorial cues. When asked where the ball was, they interpreted the meaning of the unfamiliar words '*It got stuck in a tree*' with the help of the contextual clue '*We wanted to get it down from the tree, but it was too high.*' and pictorial cues given in the options to get the correct answer.

5. Read lines 9 – 10. Where was the ball?
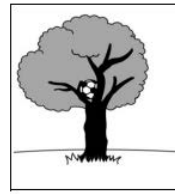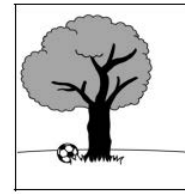
● A.   ○ B.
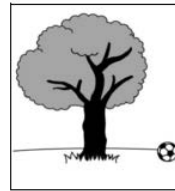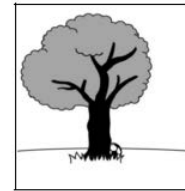
○ C.   ○ D.

3ERW1/2 Part 4 Q.5

Task Name: Contents Page (Contents Page)

Task Content: Peter read the contents page of '*Drawing for Kids*'.

Obtaining Information from a Contents Page

- In this task, most students were able to obtain information from the contents page of a book. They could identify that there were a total of <u>four</u> chapters in the book '*Drawing for Kids*'.

1. How many chapters are there in this book?
   - ○ A. 1
   - ○ B. 2
   - ○ C. 3
   - ● D. 4

3ERW2 Part 1 Q.1

- In reading the contents page, a majority of the students could also point out that Peter could learn to draw robots in Chapter 4.

4. Peter can learn to draw robots in _____.
- ○ A. Chapter 1
- ○ B. Chapter 2
- ○ C. Chapter 3
- ● D. Chapter 4

3ERW2 Part 1 Q.4

Predicting Content from a Contents Page

- In this task, many students were able to predict content of a chapter by reading the contents page of '*Drawing for Kids*'. Students were able to predict that Chapter 3 was about <u>ideas for drawing faces and hands</u> with the help of contextual clues on the contents page. Students also showed they were able to predict that the sentence '*There are four kinds of pencils for you to choose.*' was from <u>Chapter 1</u> by reading information under Chapter 1: '*Pencils*'.

5. Chapter 3 is about _____.
- ○ A. how to draw animals and robots
- ○ B. things needed for drawing
- ● C. ideas for drawing faces and hands
- ○ D. drawing plants and sky

3ERW2 Part 1 Q.5

2. "There are four kinds of pencils for you to choose." This sentence is from _____.
- ● A. Chapter 1
- ○ B. Chapter 2
- ○ C. Chapter 3
- ○ D. Chapter 4

3ERW2 Part 1 Q.2

Task Name: The Menu (Menu)

Task Content: Peter and his friend, Jimmy, were at a fast food shop reading a menu.

Identifying Key Words on Familiar Topics

- In this task, a majority of the students could identify key words on the menu about a familiar topic such as food, with the help of contextual clues and pictorial cues. By reading the menu, students were able to tell that Jimmy could buy an egg sandwich if he has only got $18 *(3ERW2/3 Part 2 Q.4)*.

Identifying the Connection of Ideas in a Menu

- The majority of the students were able to identify the connection of ideas in the menu. They could answer that Peter had to pay $9 to buy a bottle of apple juice at a specified time by referring to the menu:

2. Peter goes to the fast food shop at 4 p.m. He orders a bottle of apple juice. He has to pay _____ .
- ● A. $9
- ○ B. $10
- ○ C. $11
- ○ D. $12

3ERW2/3 Part 2 Q.2

Apple Juice – $9
2 – 5 p.m.
Every Day!

Task Name: Insects (Poster)

Task Content: Peter read a poster at school. It was for a talk about insects in the parks. Information about the talk such as date, time, place and key points of the talk was given.

Tin Tin Primary School

Insects in Our Parks

A talk by Mr James Ho

Member of Hong Kong Insects Club and
Teacher at Choi Hung Primary School

5

Date: 15th March 2014 (Saturday)
Time: 2:00 p.m. – 3:30 p.m.
Place: School Hall

Key Points of the Talk
Where insects live
What insects eat and how they look

10

Tickets
Go to Miss Judy Chan from 19th to 26th February for free tickets

For More Information
Please contact Miss Mary Lo or Mr Tony Wong in the school office

15

Identifying Key Words on Familiar Topics

- In this task, many students were able to identify key words on a familiar topic (i.e. names) in the poster with the help of contextual clues. They were able to identify the speaker of the talk as *'James Ho'* by referring to the contextual clue *'A talk by Mr James Ho'* given in the poster *(3ERW2/3 Part 3 Q.1)*.

Identifying the Connection of Ideas in the Poster

- A majority of the students could also identify the duration of the talk (i.e. 1 hour 30 minutes) by interpreting the connection of ideas about the time of the talk given in the poster: *Time: 2:00 p.m. – 3:30 p.m. (3ERW2/3 Part 3 Q.3)*.

P.3 Writing

Students were required to complete one writing task in about 30 words. Students generally understood the task requirements. In terms of content, students were able to <u>provide a factual account of the story based on the pictures with almost no supporting details</u> for '*At the Toy Shop*' and they could <u>provide brief and relevant ideas using the prompts</u> for '*My Birthday*'. In terms of language, students were able to <u>use a small range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes</u> in both writing tasks.

At the Toy Shop (3ERW1 / 3ERW2 Part 5)

In this writing task, students were asked to write a story about <u>what happened in the toy shop</u> based on the given pictures.

Student Exemplar 1

[1] One day, Mum and I goes to the Fun Fun Toy shop. I am loot at the robots. I says 'I like it!' I wants to buy the robots but I break the robots. I am sad. Finlly Mum is angry. I am happy. The [2]

Content:

1 Provides a factual account of the story based on the pictures, with almost no supporting details

2 An ending is given to the story

Language:

◆—◆ Uses a small range of vocabulary: *sad, angry*

•••• Writes short and simple sentences: *…Mum and I goes to the Fun Fun Toy shop…I says 'I like it!'*

‿ Uses a small range of cohesive devices: *and, but*

▲ Makes some grammatical mistakes: *…Mum and I goes to…I wants to buy…*

◯ Makes some spelling mistakes: *loot (look), Finlly (Finally)*

Student Exemplar 2
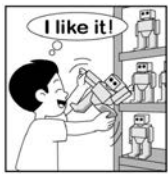
Today, Mum take me go Fun Fun Toy shop because today is big sale. Mum is look at the toy cars. 1

I look at the toy robots and I like it. 1 I play a robots but it break. 2 We buy it and I am sorry.

Content:

1 Provides a factual account of the story based on the pictorial cues, with almost no supporting details

2 An ending is given to the story

Language:

◆—◆ Uses a small range of vocabulary: *sorry*

•••• Writes short and simple sentences: *I play a robots but it break.*

⁓ Uses a small range of cohesive devices: *because, but, and*

▲ Makes some grammatical mistakes:*…Mum take me go…because today is big sale. Mum is look at the toy cars.*

My Birthday (3ERW3 Part 5)

In this writing task, students were asked to write about his/her birthday with the help of prompts.

Part 5

You are writing about your birthday.

Write about 30 words.

You may use your own ideas or the following questions to help you:

What did you do on your birthday?

How did you feel? Why?

Where did you go?

My Birthday

What did you get for your birthday?

When was your birthday?

?

Student Exemplar 3

When was your birthday?

[My birthday at 16ᵗʰ January] [I go to shopping] [I buy some thing, e.g. toys, shirt, shorts and more] [I feel glad, because I can shopping and I can buy toys.]

Where did you go?

What did you do on your birthday?

How did you feel? Why?

Content:

1 Provides brief and relevant ideas to the questions

Language:

◆—◆ Uses a small range of vocabulary: *shirt, glad*

•••• Writes short and simple sentences: '*I buy some thing.*', '*I can buy toys.*'

⌒ Uses a small range of cohesive devices: *because, and*

▲ Makes some grammatical mistakes: *My birthday at 16ᵗʰ January. I can shopping…*

Student Exemplar 4

When was your birthday?

Where did you go?

What did you do on your birthday?

How did you feel? Why?

[Last Sunday was my birthday] [I went Super maret bought lot of foods, drinks and a small perents] [In the birthday, we were ate birthday cakes, played toy and read books.] [I felt so happy. Because we can played]

Content:

1 Provides brief and relevant ideas to the questions

Language:

◆→ Uses a small range of vocabulary: *bought, drinks*

•••• Writes short and simple sentences: *In the birthday, we were ate birthday cakes...I felt so happy.*

⌣ Uses a small range of cohesive devices: *and, Because*

▲ Makes some grammatical mistakes: *we were ate birthday cakes... Because we can played*

◯ Makes some spelling mistakes: *super maret (supermarket), perents (presents).*

P.3 Speaking

Depending on the size of the school, **a sample of either 12 or 24 students were randomly selected** to participate in the oral assessment. No attempt was made to report results of schools in terms of the percent achieving basic competency in speaking because of the small sample size. However, a descriptive summary of the overall performance levels of students can be found in the 'General Comments on P.3 Student Performances' section.

Best Performance of P.3 Students in TSA 2014

P.3 Listening

Performance of Students with Best Performance in Listening Tasks

Students with best performance were able to

- identify key words related to sizes and shapes

- distinguish a small range of vowel sounds

- identify the connection of ideas with causal relationship

For task contents, please refer to '*Performance of Students with Minimally Acceptable Levels of Basic Competence in Listening Tasks*' Section.

Identifying Key Words Related to Sizes and Shapes

- The more able students could identify key words related to sizes and shapes. When asked to identify the stamp which Miss Chan gave Jenny, students were able to choose the correct answer when they heard '*It has three small fish with black spots.*'.
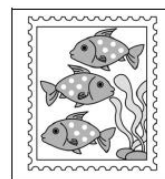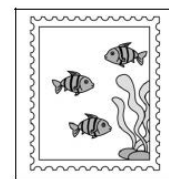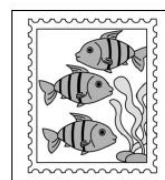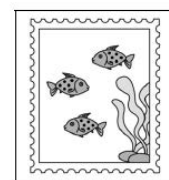
3EL1/2 P1A 'Jenny's Hobby' Q.4

Distinguishing a Small Range of Vowel Sounds

- Students with best performance showed ability in distinguishing some vowel sounds. When asked the name of the shop that Jenny got the stamps from, they were capable of distinguishing '*F<u>i</u>nny*' from '*F<u>u</u>nny*', '*F<u>o</u>nny*' and '*F<u>a</u>nny*' (*3EL1/2 Part 1A 'Jenny's Hobby' Q.2*).

Identifying the Connection of Ideas with Causal Relationship

- When listening to the story about an old tree, the more able students could identify '*Many leaves fall from the old tree*' as the reason why the man (who wanted to kill the tree) was afraid upon hearing '*Suddenly many leaves fall from the tree. The man is afraid.*'. They showed an understanding of the connection of ideas with causal relationship.

6. Why is the man afraid?
  ○ A. He wants to build a new road.
  ○ B. Sam wants to cut down the old tree.
  ● C. Many leaves fall from the old tree.
  ○ D. Sam and the old tree are friends.

3EL1 P2 'An Old Tree' Q.6

P.3 Reading

Performance of Students with Best Performance in Reading Tasks

Students with best performance were able to

- identify key words on less familiar topics/with distractors built in the reading texts

- identify the connection of ideas with causal relationship/connection of more than two ideas

- follow pronoun references in a poster

- obtain information from the contents page

For task contents, please refer to '*Performance of Students with Minimally Acceptable Levels of Basic Competence in Reading Tasks*' Section.

Identifying Key Words on Less Familiar Topics

- Students with best performance showed their ability to identify key words <u>on less familiar topics</u>. When reading a card about the School Open Day, students were

asked where they could find more information about the Open Day. Students with best performance were able to identify key words '*Please visit www.openday.ttps. edu.hk for more information*' on the card and choose '*on the school website*' as the correct answer (*3ERW1 Part 2 'School Open Day' Q.6*).

- When reading a menu of a fast food shop, the more able students could tell that there were two kinds of <u>burgers</u> on the menu by locating key words '*Fish*' and '*Beef*' under '*Burgers*' (*3ERW2/3 Part 2 'The Menu' Q.1*).

Identifying Key Words with Distractors Built in the Reading Texts

- Students with best performance could also identify key words, even with distractors built in the reading texts. When students were asked to read a poster about a talk 'Insects in Our Parks', the more able students could get more information about the talk from *Mary Lo,* among distractors 'Choi Hung Primary School', 'Hong Kong Insects Club' and 'Judy Chan' (*3ERW2/3 Part 3 'Insects' Q.7*). Also, when students were asked about the venue of the talk, they were able to locate the key words '*School Hall*' in the poster and showed understanding that the talk would be held at the school hall of '*Tin Tin Primary School*' among other distractors ('*in the park*', '*at Hong Kong Insects Club*', '*at Choi Hung Primary School*') (*3ERW2/3 Part 3 'Insects' Q.2*).

- In reading the diary about the school picnic, the more able students could identify key words about what Peter did when he arrived at the park (*took pictures)*, among the things that the other students did (*played badminton, skipped*) which were given in the reading text (*3ERW1/2 Part 4 'A School Picnic' Q.3*).

Identifying the Connection of Ideas with Causal Relationship

- When asked to read Peter's diary about his picnic day, the more able students were able to identify why Peter was happy, indicating their understanding of the connection of ideas with causal relationship. They could identify '*Mr King said his English was good*' as the reason for Peter being happy when they read '*He said my English was good. I was happy.*' in the diary.

7. Why was Peter happy?

   ○ A. Peter jumped and hit the ball.

   ○ B. Mr King was from Canada.

   ○ C. Peter talked to Mr King in English.

   ● D. Mr King said his English was good.

3ERW1/2 P4 'A School Picnic' Q.7

Identifying the Connection of More than Two Ideas

- The more able students could identify the connection of more than two ideas when reading the poster about 'Insects in Our Parks'. When asked about the content of the talk, they were able to identify the connection of the ideas listed under '*Key Points of the Talk*' and choose the correct answer.

Key Points of the Talk
Where insects live
What insects eat and how they look

4. What is the talk about?

   1) the places where insects live
   2) the food insects eat
   3) what insects can do
   4) how insects look

   ○ A. 1, 2 and 3
   ● B. 1, 2 and 4
   ○ C. 1, 3 and 4
   ○ D. 2, 3 and 4

   3ERW2/3 P3 'Insects' Q.4

Following Pronoun References in a Poster

- When reading the same piece of information shown above, the more able students could interpret '<u>they</u>' as '*insects'* when the pronoun was close to the subject it referred.

5. Read line 11. The word 'they' refers to _____.

   ● A. insects
   ○ B. free tickets
   ○ C. key points of the talk
   ○ D. James Ho and Judy Chan

   3ERW2/3 P3 'Insects' Q.5

Obtaining Information from a Contents Page

- By reading the contents page of the book *'Drawing for Kids'*, the more able students could identify that Peter could learn to draw clouds on *page 13* when they referred to Chapter 2 about '*Sky'*.

3. Peter can learn how to draw clouds on _____.

   ○ A. page 9
   ● B. page 13
   ○ C. page 20
   ○ D. page 31

   3ERW2 P1 'Contents Page' Q.3

P.3 Writing

For '*At the Toy Shop',* students with good writing skills were able to <u>provide a logical story based on pictures with many supporting details. The description was very clear and coherent</u>. For *'My Birthday'*, students could <u>provide relevant ideas with many supporting details or examples based on the prompts. The ideas were well organised and coherent</u>. In terms of language, students were able to <u>use a range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes</u>.

At the Toy Shop (3ERW1 / 3ERW2 Part 5)

Student Exemplar 5

1

One day, David and his mother went to Fun Fun Toy Shop when it had a big sale. When they arrived, David saw a robot and he wanted to buy it. **1** Then, David took the robot out of the shelf to look at it. Unluckly, the robot accidentaly slipped out of his hands and broke when it dropped on the floor. When his mother saw that, she was furious and shouted at David as if she were a lion. His **2** mother also needed David to pay the broken robot himself. At last, David paid for the robot and went home sadly.
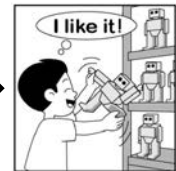
Content:

1 Provides a story with many supporting details

2 A logical ending with many details is given

Language:

◆—◆ Uses a range of vocabulary: *shelf, broken, sadly*

•••• Uses a range of sentence patterns: *Unluckly, the robot accidentaly slipped out of his hands and broke when it dropped on the floor. When his mother saw that, she was furious and shouted at David as if she were a lion.*

⌒ Uses a range of cohesive devices: *When, Then, also*

◯ Makes a few spelling mistakes: *Unluckly (Unluckily), accidentaly (accidentally)*

Student Exemplar 6

1

Yesterday, it was David's birthday. David and his mum went to a toy shop. There was a big sale in Fun Fun Toy Shop so they went there to buy a toy.

1

When they went in, they saw a lot of toys. David likes robots so they decided to buy a metal robot. David was happy because the robots has a discount of 33%. He

1

played with the robot for a long time. Suddenly, the robot slipped from David's hands. The robot fell and broke. David was sad. David and his mum payed for the broken robot. They went home. David's dad was a mechanic. He fixed
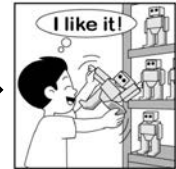
2

the robot.

Tomorrow, the robot was fixed. David was happy.

Content:

1 Provides a story with many supporting details

2 A logical ending with details is given to the story

Language:

◆—◆ Uses a range of vocabulary: *decided, discount, mechanic*

•••• Uses a range of sentence patterns: '*There was a big sale in Fun Fun Toy Shop so they went there to buy a toy.*', '*When they went in, they saw a lot of toys.*', '*Suddenly, the robot slipped from David's hands.*'

⌢ Uses a range of cohesive devices: *and, so, because*

▲ Makes a few grammatical mistakes:...*because the robots has a discount of 33%... David and his mum payed for the broken robot.*

My Birthday (3ERW3 Part 5)

Student Exemplar 7

1

[My birthday is on 21ˢᵗ March, also known as 32] [On my last birthday, I stayed home and invited lots of friends to (celabrate) with me.]

1

→ When was your birthday?

→ Where did you go?

[We played Lego and blocks for a while, then we got bored and played with clay. After that, we ate lunch. We had a very good time.]

→ What did you do on your birthday?

[When it was time to leave, I was really sad. My friends waved goodbye to me and went home.] [Then I (practiclly) ran to the presents and opened them.

1

→ How did you feel? Why?

I got lots of gifts, like dolls, books (for everyone know I love them), drawing pads... I thanked them tommorow.] I

→ What did you get for your birthday?

Content:

1 Provides relevant ideas to the questions with many supporting details

Language:

◆—◆ Uses a range of vocabulary: *known as, bored, drawing pads*

•••• Uses a range of sentence patterns: '*After that, we ate lunch.*', '*When it was time to leave, I was really sad.*'

⌣ Uses a range of cohesive devices: *also, then*

◯ Makes some spelling mistakes: *celabrate (celebrate), practiclly (practically)*

Student Exemplar 8

1

My birthday is on the sixth of June. I held a birthday party in my home. I invited Mary, Jack and Tom to my party. I prepared a big birthday cake, chips, biscuts chicker wings and prepared orange juice and cold for drinks. In the party, my friends gave me a a lovely present. It was a teddy bear! I like this present very much. In the evening, my mother and father brought us to a restaurant. We ate a lot of delicious food. Everybody had a great time and happy and exciting. I like my birthday party very much. Now, I am nine years old. Horray!

END OF PAPER

1

請勿在此書寫。 Please do not write in the margin.

When was your birthday?

Where did you go?

What did you do on your birthday?

What did you get for your birthday?

How did you feel? Why?

Content:

1 Provides relevant ideas to the questions with many supporting details

---

Language:

◆—◆ Uses a range of vocabulary: *lovely present, a great time*

•••• Uses a range of sentence patterns: '*I held a birthday party in my home.*', '*It was a teddy bear!*', ' *We ate a lot of delicious food.*'

⌣ Use of cohesive devices: *and*

◯ Makes a few spelling mistakes: (*biscuts (biscuits), Horray! (Hooray!)*

P.3 Speaking

Students with the **best performance** demonstrated competence in the following areas:

Reading Aloud

- Students with the best performance were able to read a short text **fluently and clearly with appropriate pausing and intonation**. They made <u>very few or no pronunciation mistakes</u>.

Expression of Personal Experiences

- Students with good speaking skill could **provide relevant answers** to most of the questions **with some elaboration**. They were able to respond to most of the questions <u>naturally and readily</u>.

Picture Description

- Students with the best performance could provide relevant answers to most of the questions. They **responded naturally and readily with some elaboration** to the questions. They were able to speak <u>clearly with very few pronunciation mistakes</u>.

General Comments on P.3 Student Performances

P.3 Listening

- The performance of students in listening was <u>similar</u> to that of last year. On the whole, they could identify key words in different text types such as conversations and a story. They showed ability in <u>following the flow of the conversations between speakers and the development of the story</u>.

Identifying Key Words

- Students' performance was <u>stable</u> in identifying key words in spoken texts. They could identify key words on <u>familiar topics</u> and related to <u>daily life experiences</u> such as **districts, games and weather conditions**. They could also identify key words and <u>answer the questions correctly even with distractors built in the spoken texts</u>. Similar to last year, <u>spoken clues and pictorial cues were useful</u> in helping students identify key words and match the correct pictures in the questions.

Identifying the Connection between Ideas

- The performance of students in identifying the connection between ideas in spoken texts was <u>stable</u>. Students were generally able to identify the connection of ideas that were linked explicitly by cohesive devices such as '*also*', '*but*', '*too*' and '*and*'. They could also understand the <u>causal relationship of ideas</u> in the spoken texts.

Distinguishing Intonation

- The performance of students in distinguishing a speaker's tone of voice was <u>stable,</u> showing that they were able to <u>understand basic differences in intonation</u>. They could distinguish the tone of a speaker showing **excitement, anger, fear, sadness and doubt**.

Distinguishing Sounds

- Students' performance in discriminating between a small range of initial consonants was <u>stable</u>. They could distinguish words with initial consonants *'**K**ong' from 'Bong'*, '*Hong*' and *'**T**ong', '**D**aisy' from 'Hazy'*, '*Maisy*' and *'Tasty', '**M**ina' from 'Dina'*, '*Gina*' and *'**T**ina'*. However, only the more able students could discriminate vowel sounds, such as *'F**i**nny'* from *'F**u**nny', 'F**o**nny'* and *'F**a**nny'*.

P.3 Reading

- The performance of students in reading was <u>similar</u> to that of last year. On the whole, students could identify key words and the connection of ideas in different text types such as a menu, a diary, a card, a poster and notes. They also showed ability in obtaining information from the book covers and contents page of a book. They could also predict contents using the book covers and the contents page. Contextual clues and pictorial cues were found to be helpful to students in the interpretation of unfamiliar words. However, only the more able students could follow pronoun references in reading texts.

Identifying Key Words

- The performance of students in identifying key words in reading texts was <u>stable</u>. They were able to identify key words on <u>familiar topics</u> such as **days, dates, food and name**. It was also found that when given <u>contextual clues and pictorial cues</u>, students were able to make use of the clues to get the correct answers.

Identifying the Connection between Ideas

- Students' performances in identifying the connection between ideas were <u>stable</u>. Students were generally able to work out the connection between ideas that were explicitly linked by cohesive devices such as '<u>*and*</u>' and '<u>*also*</u>'. They could also identify the connection of ideas in the <u>menu</u>. However, it seemed that only the more able students could identify the causal relationship of ideas in the reading texts.

Applying Simple Reference Skills

- The performance of students in applying simple reference skills to obtain information from book covers and contents page was <u>stable</u>. They could identify information about the author on the book cover. They were also able to <u>identify the total number of chapters</u> in the book and <u>the content of a chapter</u>. With the help of contextual clues and pictorial cues, they could point out that there were <u>word cards</u> in one of the books. However, fewer students could identify what they could see in a chapter when the contextual clues given were not straightforward.

Predicting Content

- The performance of students in predicting content based on book covers was <u>stable</u>. When given <u>pictorial cues and contextual clues</u> on the book covers and contents page, many students were able to deduce which picture they could see in the book and the possible content of a chapter.

Following Reference Words

- Students' performance in following pronoun references was <u>similar to last year</u>. It is still a challenge for students to follow pronoun references in reading texts. Only the more able students could follow pronoun references when <u>the pronoun was close to the subject it referred</u>.

Interpreting Unfamiliar Words

- The performance of students in interpreting unfamiliar words was <u>similar to last year</u>. Students were able to interpret meaning of the unfamiliar words when <u>straightforward contextual clues</u> were given.

P.3 Writing

- There were two writing tasks in the three sub-papers. For '*At the Toy Shop*', students were given word prompts 'look at', 'buy' and 'drop/break' for the three pictures and were asked to write a story about what happened in the toy shop. They were also asked to provide an ending to the story. In general, students were <u>able to write a factual account of the story with an ending</u>. <u>The ideas provided were quite clear and relevant, though not much elaboration was given</u>. As the topic was quite familiar to the students, more students were able to elaborate their ideas in their writing. More students could use a small range of vocabulary and sentence patterns when writing the story.

- In '*My Birthday*', students were asked to write about their birthday. Question prompts were given to help students write: *'When was your birthday?', 'Where did you go?', 'What did you do on your birthday?', 'What did you get for your birthday?'* and *'How did you feel? Why?'*. Students were generally <u>able to respond to the questions with brief but relevant ideas. The organization of the ideas was good.</u> As the topic was also familiar to the students, they could use more vocabulary related to the topic and use a variety of sentence patterns in expressing their ideas.

At the Toy Shop

Providing Ideas Based on the Pictures and Word Prompts Without Much Elaboration

- The overall performance of students in writing stories in 2014 is <u>similar</u> to that of 2013. On the whole, students were <u>able to write a short story with a clear storyline based on the pictures</u>:

  ➢ *Last Sunday, Mum and I went to Fun Fun Toy Shop.*

  ➢ *I saw a robot. I liked it very much.*

  ➢ *Suddly the robot dropped on the floor and breaked a arm. I was sad.*

- In general, students were <u>able to use</u> the word prompts '<u>*look at*</u>', '<u>*buy*</u>' and '<u>*drop/ break*</u>' to write the story. Some students also used the vocabulary given in the first picture (e.g. Fun Fun Toy Shop, Big Sale) to provide more details in the story. However, they could not write correctly with the word prompts '<u>*Big Sale*</u>': '*Mum and David go to the Fun Fun Toy Shop Big Sale on Monday.*'.

- The more capable students were able to <u>provide ideas relevant to the topic and with elaboration</u>. They provided many supporting details to the story and the ideas were organized:

  ➢ *David likes robots so they decided to buy a metal robot.*

  ➢ *But he was not careful enough and fell the robot on the floor, he heard a "bang" sound and it was broken.*

  ➢ *When his mother saw that, she was furious and shouted at David as if she were a lion.*

Providing An Ending to the Story

- Students were able to <u>provide a very brief ending to the story, without much elaboration</u>:

  ➢ *Mum is angry.*

  ➢ *We buy it and I am sorry.*

  ➢ *...we come back home. It was a bad day!*

- The more capable students were <u>able to end the story with a moral</u>:

  ➢ *Now he remember to always be careful with your toys because if you keep on breaking your toys you will waste a lot of money...*

  ➢ *David had learnt to be careful with toys and never broke a toy since then.*

  ➢ *Telling lies is not a good way to solve problems.*

  ➢ *We shall be more careful when we handle things that are not paid yet.*

Writing Short Conversation Exchanges

- Compared with last year, <u>fewer students were able to write short conversation exchanges</u> in the story. Some of them incorporated the word prompts 'I like it' (given in the second picture) in their story and wrote *'He wants to buy the robot. He say '<u>I like it.</u>''*.

Using a Small Range of Vocabulary, Sentence Patterns and Cohesive Devices

- Students used <u>a small range of vocabulary</u> in the story. <u>The vocabulary was generally related to the topic</u> '*At the Toy Shop*': '*mum*', '*want*', '*buy*', '*robot*', '*like*', '*play*', '*happy*', '*drop*', '*sad*', '*go home*', and '*unhappy*'. <u>The sentences given were usually short and simple</u>, e.g. '*Peter saw a robot.*', '*I drop the robots.*'. Some students were able to use cohesive devices such as '*because*', '*and*', '*but*' and '*then*' to <u>link or contrast ideas</u>.

Grammatical and Spelling Mistakes

- Students made grammatical and spelling mistakes in their writing:

    Errors in tenses*:

    ➢ *…Mum and I <u>goes</u> (go) to the Fun Fun Toy Shop.*

    ➢ *Mum <u>take</u> (takes) me <u>go</u> (to) Fun Fun Toy Shop…*

    ➢ *Today, David and his mum (were) in a toy shop.*

    ➢ *Mum <u>is look</u> (is looking) at the toy cars.*

    ➢ *I didn't <u>bought</u> (buy) robot.*

    Sentences with incorrect expressions*:

    ➢ *First, <u>I and mum</u> (mum and I) went to the toy shop.*

    ➢ *He <u>drop break</u> (dropped and broke) the robot.*

    ➢ *They <u>feel happy go home</u> (felt happy and went home).*

    Incorrect usage of prepositions, pronouns, singular and plural nouns*:

    ➢ *…the robot <u>drop</u> (dropped) <u>in</u> (on) the floor.*

    ➢ *Peter <u>said</u> (sorry) <u>for</u> (to) the shopkeeper.*

    ➢ *Last Sunday, My <u>mun</u> (mum) and <u>me</u> (I) went to the Fun Fun Toy Shop.*

    ➢ *I play a <u>robots</u> (with a robot).*

    Spelling Mistakes*:

    *loot (*look*), mun (*mum*), scard (*scared*), cut (*cute*), cannt (*can't*), shopkepper* (shopkeeper), *dollers* (dollars), *say* (sad).

- The more capable students used *a wide range of vocabulary, sentence patterns and cohesive devices*:

    ➢ *David saw some toy robots and ran over to the shelf to see them more clearly.*

    ➢ *He thought that they were the best robots he had ever seen. Then, he started to play with it.*

    ➢ *Suddenly, the robot dropped from David's hands and it broke! David was scared. The manager heard the noise and ran over to see what was happening.*

*The correct usage/spelling is given in brackets.

__My Birthday__

__Providing Ideas Based on the Question Prompts Without Much Elaboration__

- The overall performance of students in responding to question prompts in 2014 is <u>similar</u> to that of 2013. Students could write about their birthday with relevant ideas, showing that the topic was familiar to them. <u>They responded to the question prompts and organized their ideas well</u>. They were able to write about the date of their birthday, the places they had gone to, the things they did on that day and their feelings on that special day. Some students also mentioned the birthday gifts they got from parents and friends. <u>The ideas were relevant and brief, without much elaboration</u>:

  ➢ *My birthday at 16th January.*

  ➢ *I go to shopping.*

  ➢ *I got a toy car from my dad and a nice bag from mum, I was happy.*

  ➢ *I feel glad because I can shopping and I can buy toys.*

- The more capable students were able to <u>provide ideas relevant to the topic and with elaboration</u>. They provided many supporting details to the topic and the ideas were organized:

  ➢ *After lunch, we all ate a birthday cake. They sang birthday songs to me. I was really happy.*

  ➢ *At last I had a cake from my uncle. I ate two slice of my cake and everyone sang a birthday song for me.*

  ➢ *I was very happy on my ninth birthday. I hope everything will be the same on my tenth birthday.*

__Using a Small Range of Vocabulary, Sentence Patterns and Cohesive Devices__

- Students used <u>a small range of vocabulary</u> in their writing. <u>The vocabulary was generally related to the topic</u> '*My Birthday*': '*January*', '*shopping*', '*shirt*', '*glad*', '*play*', '*toys*', '*drinks*', '*eat*', '*birthday cakes*' and '*happy*'. <u>The sentences written by students were short and simple</u>, e.g. '*Last Sunday was my birthday.*', '*I went to Tommy's home.*'. Some students were <u>able to link or contrast ideas</u> using cohesive devices such as '*then*', '*and*' and '*because*'.

__Organizing Ideas__

- Students were able to <u>organize their ideas well</u> when responding to the question prompts. They usually started with the <u>date</u> of their birthday. Then they talked about <u>where</u> they went and <u>what</u> they did on their birthday. Some of them mentioned what they got for their birthday as well. They also ended writing about their <u>feelings</u> about their birthday. The ideas provided by the students were <u>quite clear</u>: '*4th July was my*

birthday, I got a toy car from my dad and a nice bag from mum, I was happy. We did puzzles, watched TV and ate birthday cake. We went to a park and played in there very long time. What a happy day.'.

Grammatical and Spelling Mistakes

- Students made grammatical and spelling mistakes in their writing:

  Errors in tenses*:

  ➢ *My birthday (**was**) at (**on**) 16th January.*

  ➢ *At night, Mum take (**took**) me in (**to**) a restaurant…*

  ➢ *I went shopping and buy (**bought**) some toys.*

  ➢ *I feel glad because I can (**go**) shopping…*

  ➢ *I can got (**get**) many presents on my birthday.*

  ➢ *I went there to ate (**eat**)…*

  Sentences with incorrect expressions*:

  ➢ *Me and my family (**My family and I**) went to…*

  ➢ *In my birthday, we were ate (**ate**) birthday cakes…*

  ➢ *It was very cute. I very love it! (**I loved it very much**).*

  Incorrect usage of prepositions, pronouns, singular and plural nouns*:

  ➢ *I play with him at (**from**) 3:00 p.m. – 4:00 p.m.*

  ➢ *My family bought my (**me**) a birthday cake.*

  ➢ *I get many birthday present (**presents**).*

  Spelling Mistakes*:

  flet (felt), *familly* (family), *lovelly* (lovely), *firends* (friends), *gaems* (games), *paty* (party), *Novemmber* (November), *perents* (presents).

- The more capable students used *a wide range of vocabulary, sentence patterns and cohesive devices*:

  ➢ *Last Monday was my birthday. I stayed at home but I had a wonderful time.*

  ➢ *In the afternoon, my friends came one by one. In an instant, the flat became noisy, some of them played my toy cars, while others drew pictures.*

  ➢ *After that, we started cut the cake. It was delicious! There was chocolate and mango on it.*

*The correct usage/spelling is given in brackets.

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P.3 Speaking

Reading Aloud

- More than half of the students were able to read most of the texts aloud <u>quite clearly and audibly despite some mistakes in pronunciation</u>. Some students **dropped end consonants for words** like 'places' *(3ES01)* and 'best' *(3ES09)*. Words that some students had difficulty pronouncing included 'shopkeepers' and 'teaches' *(3ES01)*, 'set' and 'hold' *(3ES03)*, 'library' and 'comics' *(3ES05)*, 'hobbies' and 'famous' *(3ES07)*, 'kinds' and 'chips' *(3ES09)* as well as 'biscuits' and 'favourite' *(3ES11)*.

Expression of Personal Experiences

- About half of the students <u>needed prompting</u> from oral examiners and <u>responded hesitantly</u> to the questions. Some students even gave no responses after being prompted by oral examiners. Students tended to **perform better when answering wh-questions** such as *'What toys do you have at home?'* (*3ES03*) and *'Who buys the ice-cream for you?'* (*3ES09*) and could provide factual answers.

- In *My Pet (3ES11)*, some students did not have the experience of keeping pets at home so they had very little to say about the topic. They had difficulty answering or providing elaboration to the oral examiner's questions during the conversation.

Picture Description

- More than half of the students were able to provide relevant responses based on the pictures with <u>little or no prompting</u> when answering oral examiner's questions. They were able to answer the questions <u>quite clearly despite some mistakes in pronunciation</u>. However, some students **did not respond well to open-ended questions** such as *'Why is Tom standing on a chair?' (3ES04)* and *'Why is the boy crying?' (3ES08)*.

- **Lack of vocabulary** often prevented students from achieving higher levels of performance in 'Picture Description'. For example, some students used 'hotdogs' instead of 'sausages' *(3ES06 & 3ES10)* to describe the food shown in the picture. Some of them used the word 'car' instead of the correct vocabulary 'trolley' *(3ES10)*.

Overview of Student Performances in English Language at Primary 3 TSA 2012-2014

This was the eleventh year that Primary 3 students participated in the Territory-wide System Assessment at the end of Key Stage 1. The percentage of students achieving Basic Competency in the last three years is provided in Table 7.9.

Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2012, 2013 and 2014

Year	% of Students Achieving English Language Basic Competency
2012	79.7
2013	80.4
2014	80.3

A comparison of the strengths and weaknesses of P.3 student performances in TSA 2012, 2013 and 2014 provides useful information on how teachers can help students improve. Table 7.10 summarises such a comparison.

Table 7.10 Overview of Student Performances in English Language at P.3 TSA 2012-2014

Reading / Year	2012	2013	2014	Remarks
Strengths	• With the help of straightforward contextual clues and pictorial cues, students were able to identify key words about weather conditions, time and places. • Students were able to work out the connection between ideas with the help of pictorial cues. • Students were able to obtain information from a contents page (e.g. no. of chapters) and a book cover (e.g. the author and the illustrator). • Many students were able to predict the contents of the book using the pictorial cues and contextual clues on the book cover and the contents page of the book. • Students could interpret a reference word when it was close to the subject it referred.	• A majority of the students were able to identify key words on familiar topics such as date, time, food, people and places with straightforward contextual clues and pictorial cues. • Students were able to identify the connection of ideas linked by cohesive devices (e.g. and) and ideas presented in a timetable. • Most students were able to obtain information from the book cover (e.g. the author, the title) and contents page (e.g. total no. of chapters) of a book. • With the help of pictorial cues on the book cover, many students were able to deduce the contents of the book. • Students could interpret unfamiliar words when straightforward contextual clues were given.	• Students could identify key words on familiar topics (e.g. food and names) with contextual clues and pictorial cues. • Students could identify the connection between ideas with cohesive devices (e.g. and). • Students were able to obtain information from book covers (e.g. author) and the contents page (e.g. total no. of chapters). • Students could predict the content of a chapter using the pictorial cues and contextual clues on the book covers. • Given contextual clues, students were able to interpret unfamiliar words in a diary and notes.	• Contextual clues and pictorial cues proved to be helpful to students in identifying key words and connection between ideas. • Students were able to interpret unfamiliar words with straightforward contextual clues. • Following pronoun references and identifying the connection of more than two ideas were still a challenge to most of the students.
Weaknesses	• It was still challenging for students to identify the connection of ideas when reading longer texts such as stories and diaries. • Students found it difficult to follow pronoun references in longer texts (e.g. letters) when the pronouns were not close to the subjects they referred to. • Interpreting meaning of unfamiliar words with contextual clues was still a challenge to students.	• Students were unable to identify key words on less familiar topics. • Only the more able students could identify the connection of ideas in longer texts (e.g. letters). • Only the more able students could identify the publisher of a book. • Students found it difficult to follow pronoun references in continuous prose such as letters and notices.	• Students found it difficult to identify key words on less familiar topics. • Students had difficulty identifying the causal relationship of ideas. • The more able students were able to follow pronoun references in a poster. Students could interpret a reference word in a poster when the pronoun was close to the subject it referred.	

Writing \ Year	2012	2013	2014	Remarks
Strengths	• Many students were able to provide a factual account of the Classroom Cleaning Day with an appropriate ending, though not much elaboration was given. For the writing task 'In the Park', students were generally able to write what they did and see in the park with given prompts. • Some students were able to use cohesive devices such as 'and', 'then', 'so', 'because', 'but' in their writing.	• In the writing task 'At the Market', students were generally able to provide a factual account of the story with an appropriate ending. In the second writing task 'My New Friend', students could provide brief but relevant ideas about their new friend with the given prompts. • Some students were able to use cohesive devices to link ideas (e.g. 'so', 'then', 'but', 'because', 'and') in their writing.	• For 'At the Toy Shop', students were able to write a story about what happened in the toy shop. They could write a factual account of the story with an ending. The ideas provided were quite clear and relevant. In 'My Birthday', students were asked to write about their birthday. Students were generally able to respond to the questions with brief but relevant answers and the ideas were well organized. • Some students were able to use cohesive devices to link or contrast ideas such as 'because', 'and', 'but' and 'then'.	• Most of the students were able to provide short and brief ideas in terms of content. They were able to write with a small range of vocabulary and sentence patterns. However, grammatical and spelling mistakes were still common among students.
Weaknesses	• A small number of students were able to write relevant ideas with many details. • Spelling mistakes were common among students, e.g. 'backboard' for 'blackboard', 'tabe' for 'table', 'sarid' for 'scared', 'techer' for 'teacher', 'childen' for 'children', 'paret' for 'parent', 'agin' for 'again', etc. • Grammatical mistakes were common: 'Paul is help Jimmy and Mary.', 'My friend are cleaning.', 'Father go to the park with me'.	• Students were unable to provide relevant ideas with supporting details. Few students could provide imaginative ideas. • Spelling mistakes were common among students. They misspelled common words, e.g. 'alppe' for 'apple', 'theif' for 'thief', 'gril' for 'girl', 'pinao' for 'piano', 'scool' for 'school', 'noes' for 'nose', etc. • Grammatical mistakes were still common in students' writing, e.g. 'Mum and I goes to Tai Tai Market', 'Her hobbies running and swimming.'	• Only the more able students were able to provide relevant ideas with many supporting details/examples. • Spelling mistakes were evident among students. For example, 'loot' for 'look', 'mun' for 'mum', 'scard' for 'scared', 'flet' for 'felt', 'lovelly' for 'lovely', 'firends' for 'friends', etc. • Error in tenses and incorrect expressions were commonly found in students' writing, e.g. 'He drop break the robot.', 'I feel glad because I can (go) shopping....'.	

Year / Listening	2012	2013	2014	Remarks
Strengths	• Students were generally able to identify key words related to their daily life experiences (e.g. year) and on familiar topics (e.g. district). • Most students showed understanding of the connection between ideas linked together with cohesive devices 'because', 'but' and 'and'. • Students were generally able to distinguish initial consonants 'D' and 'B'. Students could also distinguish '4' from '14', '40' and '44'. • Most students were able to discriminate between basic differences in intonation (e.g. happy, sad, surprised, excited).	• Students were generally able to identify key words on familiar topics such as food, age, prices and activities. • Most students were able to understand the connection between ideas by identifying cohesive devices 'and' and 'also'. • Students could distinguish words with initial consonants 'W', 'B' and 'M'. • Students could distinguish the tone of a speaker showing happiness, praise and anger.	• Students were able to identify key words on familiar topics or related to daily life experiences (e.g. districts, games) with straightforward verbal and pictorial cues. • Students were able to identify the connection of ideas linked or contrasted by a small range of cohesive devices (e.g. and, but). • Students could discriminate between common words with a small range of consonant sounds (e.g. 'M', 'K' and 'D'). • Students could distinguish basic differences in intonation (e.g. excited, scared, sad, puzzled, angry).	• Students were able to identify key words on familiar topics in the spoken texts. They also showed understanding of the connection of ideas when they were linked by cohesive devices such as 'and', 'but' and 'because'. • Students did well in distinguishing different tones of speakers. • Students were able to distinguish initial consonants but found it difficult to distinguish some vowel sounds.
Weaknesses	• Students were unable to identify the connection of less familiar ideas. • Students were unable to identify the connection of ideas (not linked by cohesive devices) built in spoken text. • Only the more able students could distinguish '$16' from '$6', '$60' and '$66'.	• Students were unable to identify key words on less familiar topics. • Only the more able students were able to identify the causal relationship of ideas in spoken texts. • Students found it challenging to distinguish some vowel sounds.	• Students were unable to identify key words on unfamiliar topics (e.g. sizes and shapes). • The more able students were able to identify the causal relationship of ideas. • Students with best performance showed ability in distinguishing some vowel sounds.	

Speaking / Year	2012	2013	2014	Remarks
Strengths	• For 'Reading Aloud', students were able to read the short text fluently and clearly with few pronunciation mistakes. • For 'Expression of Personal Experiences', students were able to provide brief answers to the questions with some prompting. • In 'Picture Description', students could provide relevant answers to most of the questions with little prompting.	• For 'Reading Aloud', students read the texts quite clearly despite some mistakes in pronunciation. • For 'Expression of Personal Experiences', students could provide brief answers to the questions. Students performed better with questions eliciting factual information. • In 'Picture Description', students were generally able to give appropriate responses to the questions. They could respond more naturally to familiar topics.	• In 'Reading Aloud', students were able to read a text fluently and clearly with very few or no pronunciation mistakes. • In 'Expression of Personal Experiences', students with some prompting were able to provide relevant but brief answers to questions. • In 'Picture Description', students could provide relevant but brief answer to questions with little prompting. Some students spoke quite clearly despite a few mistakes in pronunciation.	• Students tended to provide brief answers while expressing their personal experiences and describing the pictures. They should elaborate more on what they had just said.
Weaknesses	• For 'Reading Aloud', some students had difficulty pronouncing words with more than two syllables. • For 'Expression of Personal Experiences', students had difficulty responding to open-ended questions. • In 'Picture Description', students had difficulty providing the reasons for the questions asking 'why?'.	• For 'Reading Aloud', some students had difficulty pronouncing initial consonant blends, final consonant blends and long vowel sounds in certain words correctly. • For 'Expression of Personal Experiences', some students did not respond well to questions beginning with 'how' and 'why'. • In 'Picture Description', students had difficulty providing reasons for the questions asking 'why?'. They also had limited range of vocabulary to describe the actions of the characters.	• For 'Reading Aloud', some students dropped end consonants for words like 'places' and 'best'. • During the 'Expression of Personal Experiences', some students needed prompting from oral examiners and responded hesitantly to the questions. Some of them even gave no responses after being prompted. • In 'Picture Description', some students did not respond well to open-ended questions. They also had limited range of vocabulary to express their ideas during the conversation.	