Results of Primary 3 English Language in Basic Competency Assessment Research Study 2017

The percentage of Primary 3 students achieving English Language Basic Competency in 2017 is 81.1%.

Primary 3 Assessment Design

The assessment tasks for 2017 P.3 English Language were designed with reference to 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, Knowledge and Experience.

The P.3 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 80 items and 90 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 30 minutes. The oral assessment was 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 summarised 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)	19(19)	19(19)	--	38(38)
Reading	20(20)	20(20)	20(20)	--	40(40)
Writing	1(6)	1(6)	1(6)	--	2(12)
Total	40(45)	40(45)	40(45)	--	80(90)
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)	19(19)	19(19)
Reading	**3ERW1**	**3ERW2**	**3ERW3**
	20(20)	20(20)	20(20)
Writing	**3ERW1**	**3ERW2**	**3ERW3**
	1(6)	1(6)	1(6)

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)

Primary 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	8
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	30
	TOTAL	38

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	Lily's New Book *3EL1 / 3EL3 Part 1A*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Lily's Favourite Hobby *3EL1 / 3EL2 Part 1B*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Lily's English Day *3EL1 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	A Birthday Present for Judy *3EL2 Part 1A*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Catch and Teach *3EL2 / 3EL3 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Lily's Exams *3EL3 Part 1B*	Multiple Choice	5(5)

Primary 3 Reading Items

Each student was required to attempt three reading tasks in one of the three Reading and Writing sub-papers (30 minutes each). 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	40
	TOTAL	40

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	My Great Teacher *3ERW1 / 3ERW3 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	Tom's School Timetable *3ERW1 Part 2*	Multiple Choice	7(7)
L2-R-5-P3BC	At Christmas *3ERW1 / 3ERW2 Part 3*	Multiple Choice	8(8)
L2-R-5-P3BC	Judy's Birthday Party *3ERW2 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	Tom's Summer Timetable *3ERW2 / 3ERW3 Part 2*	Multiple Choice	7(7)
L2-R-5-P3BC	Ben's New Shoes *3ERW3 Part 3*	Multiple Choice	8(8)

Primary 3 Writing Tasks

Each student was required to attempt one writing task in one of the three Reading and Writing sub-papers (30 minutes each). Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

Table 7.6   P.3 Writing: Distribution of Tasks

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: Task Description

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC L2-W-4-P3BC	At the Park *3ERW1 / 3ERW2 Part 4*	½(3) ½(3)
L2-W-3-P3BC L2-W-4-P3BC	My School Recess *3ERW3 Part 4*	½(3) ½(3)

Primary 3 Speaking Tasks

Two components were designed for P.3 oral assessment. The first was **'Reading Aloud and Expression of Personal Experiences'** (RA & PE) which required students to read a text of approximately 35 – 40 words in length aloud and then 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'** (PD) which required students to answer the Oral Examiner's questions based on a single picture or a 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: *My School Days (3ES01), In the Classroom (3ES02), My Favourite Sports (3ES03), A Football Match (3ES04), Playing at Home (3ES05), Dinner Time (3ES06), Watching TV (3ES07), Too Much TV (3ES08), My New Classmate (3ES09), In the Music Room (3ES10), Yummy Food (3ES11)* and *In the Cake Shop (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 4 and 5 May 2017. 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 Primary 3 Students Achieving Basic Competence in 2017

Primary 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*
Lily's New Book	Conversation
Lily's Favourite Hobby	Conversation
Lily's English Day	Conversation
A Birthday Present for Judy	Conversation
Catch and Teach	Story
Lily's Exams	Conversation

Performance of Primary 3 Students Achieving Basic Competence in Listening Tasks

Students achieving 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

- understand the connection between ideas using cohesive devices

- understand the causal relationship between ideas

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

Task Name: Lily's New Book (Conversation)

Task Content: Lily talked to her uncle about her new book. She talked about the author and the content of the book.

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students could identify key words on a familiar topic about <u>places</u>, with the help of cues in the spoken text. They were able to identify 'Happy Zoo' as the place where the children went when they heard:

  Lily: *It is about some children going to <u>a zoo</u>. They see many animals, for example, tigers and lions.*

3. Where do the children in the story go?
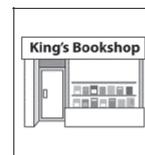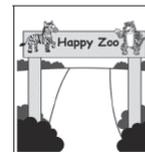
King's Bookshop	Sunny Pet Shop
○ A.	○ B.
Happy Zoo	Wan Chai Library
● C.	○ D.

3EL1/3 Part 1A Q.3

Understanding the Connection between Ideas Using Cohesive Devices

- Most students were able to identify the reasons why Lily liked her new book when the ideas were linked by '<u>*and*</u>':

  Uncle David: *Do you like your new book?*

  Lily: *Yes. There are beautiful pictures **and** the words are very easy.*

5. Lily likes her book because _____.

   1) it is new
   2) it is thick
   3) the words are easy
   4) the pictures are beautiful

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

3EL1/3 Part 1A Q.5

Understanding Basic Differences in Intonation

- Most students were able to point out that the speaker was surprised when they heard Uncle David saying '*Oh, so quickly!*'.
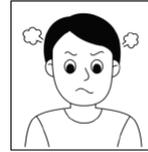
4. How does Uncle David feel?

● A.   ○ B.

○ C.   ○ D.

3EL1/3 Part 1A Q.4

Discriminating a Small Range of Initial Consonants

- Most students were able to discriminate initial consonants '*H*', '*K*', '*L*' and '*S*'. They could identify the author of Lily's new book as 'Ben **H**o' from '**K**o', '**L**o' and '**S**o' (*3EL1/3 Part 1A Q.2*).

Task Name: Lily's Favourite Hobby (Conversation)

Task Content: Lily talked to her teacher about her favourite hobby – taking photos. She told Mr King when and where she took photos.

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students were able to identify key words with straightforward verbal cues. When asked when Lily took photos, students were able to choose 'Sundays' as the correct answer even with distractors built in the spoken text:

    Mr King: *When do you take photos?*

    Lily: *I am busy from Mondays to Fridays. On Saturdays, I finish my homework. So I take photos on Sundays.*

1. Lily takes photos on _____.
    - ○ A. Mondays
    - ○ B. Fridays
    - ○ C. Saturdays
    - ● D. Sundays

    3EL1/2 Part 1B Q.1

Understanding the Connection between Ideas Using Cohesive Devices

- Most students could understand the connection of ideas contrasted by '*but*'. They were able to identify that Lily liked to take photos of flowers best when they heard:

Mr King: …*What photos do you take? Birds, animals or trees?*
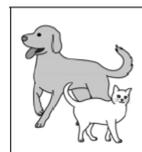
Lily: *All of them. **But** I like flowers the most.*
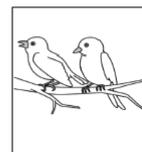
2. Lily likes to take photos of _____ best.
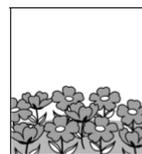
● A.   ○ B.

○ C.   ○ D.

3EL1/2 Part 1B Q.2

- Most students could understand the connection of ideas linked by '*too*'. They were able to identify the person who went to take photos with Lily when they heard:

Mr King: *Does your dad take you there?*

Lily: *No, my mum goes with me. My friend, Judy, goes **too**.*

4. _____ go to take photos with Lily.
   - ○ A. Lily's dad and Judy
   - ○ B. Lily's mum and dad
   - ● C. Lily's mum and Judy
   - ○ D. Lily's dad and his friends

3EL1/2 Part 1B Q.4

Understanding Basic Differences in Intonation

- Most students were able to understand that the speaker was excited about the photo competition at school when they heard Lily saying '*Yes, I want to join it. The winner can get a $300 book coupon!*'.
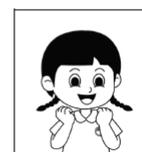
5. How does Lily feel?
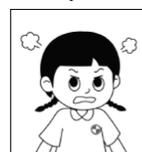
○ A.   ○ B.

○ C.   ● D.

3EL1/2 Part 1B Q.5

Discriminating a Small Range of Vowel Sounds

- The majority of students were able to discriminate vowel sounds '*a*', '*i*', '*o*' and '*u*'. They could identify the name of the park Lily went to take photos as '*L<u>i</u>ng L<u>i</u>ng Park*' from '*L<u>a</u>ng L<u>a</u>ng Park*', '*L<u>o</u>ng L<u>o</u>ng Park*' and '*L<u>u</u>ng L<u>u</u>ng Park*' (*3EL1/2 Part 1B Q.3*).

Task Name: Lily's English Day (Conversation)

Task Content: Lily talked to her grandpa about her English Day. She told grandpa about the show she watched and the games she played on that day.

Identifying Key Words Related to Daily Life Experiences with Straightforward Verbal and Pictorial Cues

- Most students were able to identify key words with the help of straightforward verbal and pictorial cues. They could match the picture of Lily with a smiling face by using the verbal cue '_You look great!_'.

3EL1 Part 2 Q.1

- Most students could identify key words related to daily life experiences such as stationery items. They were able to identify the prize that Lily got on English Day when they heard:

  Lily: _Some students got a ruler, a file or a pen. I got a pencil case._
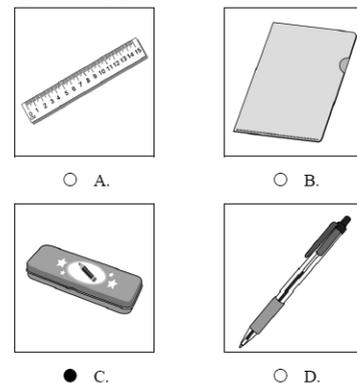
3EL1 Part 2 Q.9

Understanding the Connection between Ideas Using Cohesive Devices

- When talking about the show that Lily watched on English Day, many students were able to identify the things the students did in the show when the ideas were linked by '_also_' in the spoken text:

  Lily: _We watched a show. The students in the show put on interesting clothes. They **also** talked like people in cartoons._

3EL1 Part 2 Q.4

- Most students were able to make out that Lily liked the spelling games best when the ideas were contrasted by '*but*' in the spoken text:

  Grandpa: *Did you play any games?*

  Lily: *Yes. There were puzzles, riddles and matching games.* **But** *I liked the spelling games most.*

6. Lily liked the _____ best.
   - ○ A. matching games
   - ○ B. riddles
   - ● C. spelling games
   - ○ D. puzzles

   3EL1 Part 2 Q.6

- When asked about where Lily played the games on the English Day, most students were able to identify the venues when the ideas were linked by '*and*' in the spoken text:

  Grandpa: *Did you play the games in the classrooms or in the playground?*

  Lily: *I played them in the hall* **and** *the computer room.*

8. Lily played the games in _____ .
   - *1)* the classrooms
   - *2)* the hall
   - *3)* the playground
   - *4)* the computer room

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

   3EL1 Part 2 Q.8

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify 'The students were funny.' as the reason why Lily liked the show when they heard '*Yes, I liked it because the students were funny*.'.

5. Why did Lily like the show?
   - ● A. The students were funny.
   - ○ B. She enjoyed talking to Peter.
   - ○ C. She put on interesting clothes.
   - ○ D. The Chinese teacher talked in English.

   3EL1 Part 2 Q.5

Understanding Basic Differences in Intonation

- The majority of students were able to identify that the speaker was puzzled when they heard Lily saying '*Peter talked to me in English but I did not understand what he said*.'.

3. How did Lily feel when Peter talked to her?

   - ○ A.
   - ● B.
   - ○ C.
   - ○ D.

   3EL1 Part 2 Q.3

Discriminating a Small Range of Initial Consonants

- Most students were able to discriminate initial consonants '*B*', '*L*', '*M*' and '*T*'. They could identify Lily's favourite game as '***B**ingo*' from '***L**ingo*', '***M**ingo*' and '***T**ingo*' (*3EL1 Part 2 Q.7*).

Task Name: A Birthday Present for Judy (Conversation)

Task Content: Lily talked to her dad about the present she wanted to buy for Judy on her birthday.

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students could identify key words with straightforward verbal cues. They were able to identify that Judy's birthday was on 17th June even with distractors built into the spoken text:

  Lily: *Um…Today is the 14th of June. Then it is the 15th and the 16th. Ah… <u>It's on the 17th</u>.*

1. Judy's birthday is on _____.
   - ○ A. 14th June
   - ○ B. 15th June
   - ○ C. 16th June
   - ● D. 17th June

   3EL2 Part 1A Q.1

Understanding the Connection between Ideas Using Cohesive Devices

- Most students could understand the connection of ideas linked by '*and*'. They were able to identify the things that Judy liked to do. Students were able to get the correct answer even though distractors were built into the spoken text:
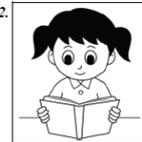
  Dad: *Does she like sports or reading?*

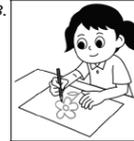 Lily: *No, she likes singing **and** drawing.*
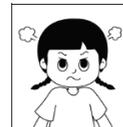
2. Judy likes _____.

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

   3EL2 Part 1A Q.2

Understanding Basic Differences in Intonation

- Most students were able to identify that the speaker was happy about the hamburgers at Lam Coffee Shop when they heard Lily saying '<u>*I like eating the hamburgers there!*</u>'.
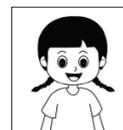
5. How does Lily feel about the hamburgers?

   - ○ A.
   - ○ B.
   - ● C.
   - ○ D.

   3EL2 Part 1A Q.5

Discriminating a Small Range of Ending Sounds

- The majority of students could discriminate ending sounds '*am*', '*ap*', '*ass*' and '*ay*'. They were able to identify that Lily wanted to go to '*Lam Coffee Shop*' from '*Lap Coffee Shop*', '*Lass Coffee Shop*' and '*Lay Coffee Shop*' (*3EL2 Part 1A Q.4*).

Task Name: Catch and Teach (Story)

Task Content: Lily's mum told Lily a story. It was about John and a monkey.

Identifying Key Words Related to Daily Life Experiences/Familiar Topics with Straightforward Verbal and Pictorial Cues

- Many students could identify key words on familiar topics such as '<u>names</u>' with straightforward verbal cues. They were able to identify the name of the computer game which John bought when they heard:

  Mum: *He goes to Tom's Toy Shop and <u>buys a computer game called 'Catch and Teach a Monkey'</u>.*

  2. The name of the computer game is _____ .
  ○ A. 'Catch a Monkey'
  ○ B. 'Teach a Monkey'
  ○ C. 'Buy and Catch a Monkey'
 ● D. 'Catch and Teach a Monkey'

  3EL2/3 Part 2 Q.2

- The majority of students could identify key words related to familiar topics about <u>adjectives</u>. They were able to identify that the monkeys were lazy in the game when they heard '*In the game, <u>John catches lazy monkeys</u>.*'.

  3. The monkeys in the game are _____ .
  ● A. lazy
  ○ B. little
  ○ C. new
  ○ D. sleepy

  3EL2/3 Part 2 Q.3

- Most students were able to identify key words related to daily life experiences such as '*<u>sports</u>*' with straightforward pictorial cues. They could identify the picture of John playing football when they heard '*The monkey says, "You are here because you are lazy too. Now what sports do you want me to do with you? Badminton, tennis or basketball?" <u>John says he wants to play football</u>.*'.
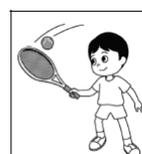
  7. What does John want to play?
  ○ A.   ○ B.
  ○ C.   ● D.
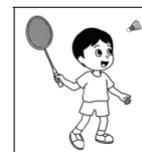
  3EL2/3 Part 2 Q.7

175

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by '*and*'. They were able to understand what happened to John when he played computer games:

  Mum: … *John plays the game for many hours. He does not do his homework after school **and** sleeps very little.*

4. When John plays computer games, he _____.
   1) plays for only one hour
   2) does not do his homework
   3) sleeps very little
   4) does not go to school

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

   3EL2/3 Part 2 Q.4

Understanding the Connection of Ideas with Causal Relationship

- The majority of students were able to understand the reason why John liked sports at the end of the story when they heard:

  Mum: … *John says, "No more computer games. I love sports now because they make me strong."*

9. At the end of the story, John likes sports because _____.
   ○ A. he likes playing computer games
   ● B. they make him strong
   ○ C. the monkey goes home
   ○ D. the monkey turns off the computer

   3EL2/3 Part 2 Q.9

Understanding Basic Differences in Intonation

- Most students were able to identify the picture of John being scared when the monkey pulled him into the computer:

  Mum: … *John cries, "Oh, no! Help!"*

6. How does John feel when the monkey pulls him into the computer?

   ● A.   ○ B.
   ○ C.   ○ D.

   3EL2/3 Part 2 Q.6

Discriminating a Small Range of Vowel Sounds

- The majority of students could discriminate vowel sounds '*a*', '*i*', '*o*' and '*u*'. They were able to identify the name of the toy shop that John went to buy computer games as '*T**o**m's Toy Shop*' from '*T**a**m's Toy Shop*', '*T**i**m's Toy Shop*' and '*T**u**m's Toy Shop*' (*3EL2/3 Part 2 Q.1*).

Primary 3 Reading

Design of Reading Papers

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

Tasks	Text Types
My Great Teacher	Card
Tom's School Timetable	Timetable
At Christmas	Story
Judy's Birthday Party	Card
Tom's Summer Timetable	Timetable
Ben's New Shoes	Story

Following the recommendations of the Committee, the Moderation Committee modified the question items of the reading papers. The number of parts was reduced from four to three, and the number of words per task was limited to not more than 150, with the number of words of the whole paper capped at 400. The number of items in each sub-paper was around 20 to 24, with around 40 items in total. The text types and context were familiar to students, and options of multiple-choice items were simple and straightforward.
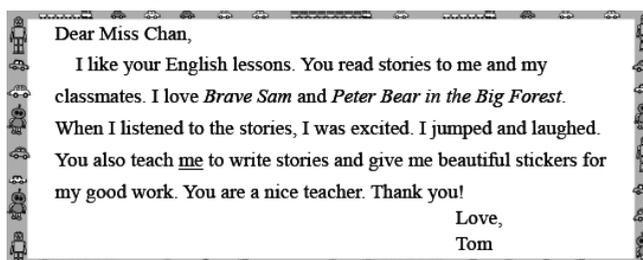
Performance of Primary 3 Students Achieving Basic Competence in Reading Tasks

Students achieving basic competence were able to:

- recognise key words on familiar topics/related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the connection of ideas in a timetable/card
- understand the connection of ideas by following pronoun references in a card/story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

Task Name: My Great Teacher (Card)

Task Content: Tom wrote a card to his teacher.

> Dear Miss Chan,
>   I like your English lessons. You read stories to me and my classmates. I love *Brave Sam* and *Peter Bear in the Big Forest*. When I listened to the stories, I was excited. I jumped and laughed. You also teach <u>me</u> to write stories and give me beautiful stickers for my good work. You are a nice teacher. Thank you!
>   Love,
>   Tom

Recognising Key Words on Familiar Topics

- Most students could recognise key words on familiar topics such as '*names*'. By referring to the card, the students were able to identify the recipient of the card as ***Miss Chan***.

  1. Tom writes this card to _____.
     ○ A. his classmates   ○ B. Sam
     ● C. Miss Chan   ○ D. Peter

     3ERW1/3 Part 1 Q.1

- The majority of students were able to recognise key words on familiar topics, e.g. '*adjectives to describe people*'. When asked what Tom thought of Miss Chan, students could choose the correct answer by recognising the key words '*You are a nice teacher.*' in the card.

  5. Tom thinks Miss Chan is _____.
     ○ A. brave   ○ B. big
     ○ C. beautiful   ● D. nice

     3ERW1/3 Part 1 Q.5

Understanding the Connection of Ideas by Following Pronoun References in a Card

- The majority of students could understand the connection of ideas by following pronoun references in a card. They were able to interpret 'me' as '***Tom***' when reading $\begin{smallmatrix}\text{Love,}\\\text{Tom}\end{smallmatrix}$ in the card. This showed the students were able to understand that Tom was the sender of the card.

3. Read line 5. The word '<u>me</u>' refers to _____ .

   ○ A. the bear   ○ B. Sam

   ○ C. Miss Chan   ● D. Tom

3ERW1/3 Part 1 Q.3

Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

- With the help of contextual clues and pictorial cues, most students were able to predict the meaning of unfamiliar words in the card. They could correctly predict the meaning of the unfamiliar word '*excited*' with the help of the contextual clue '***I jumped and laughed***.' and the pictorial .cues given in the options.

2. Read line 4. Tom was excited. Which picture shows Tom?

  ○ A.   ● B.

  ○ C.   ○ D.

3ERW1/3 Part 1 Q.2

Task Name: Tom's School Timetable (Timetable)

Task Content: Tom read his new timetable.

Lesson	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30 – 9:00	English	Chinese	English	Maths	Chinese
2	9:00 – 9:30	English	Chinese	English	Maths	Chinese
	9:30 – 9:45	1st Recess				
3	9:45 – 10:15	G.S.	English	Maths	Chinese	G.S.
4	10:15 – 10:45	Maths	Maths	Chinese	English	Maths
	10:45 – 11:00	2nd Recess				
5	11:00 – 11:30	Music (Music Room)	Art (Art Room)	Computer (Computer Room)	*P.E. (Hall)	Speaking (English Room)
6	11:30 – 12:00					

*Wear P.E. uniforms

Recognising Key Words on Familiar Topics

- Students could recognise key words on familiar topics in the timetable (e.g. *days of the week, books, places*). When asked when Tom should wear his P.E. uniform, most students were able to choose '***Thursday***' as the correct answer.

3. Tom must wear his P.E. uniform on _____ .

   ○ A. Tuesday   ○ B. Wednesday

   ● C. Thursday   ○ D. Friday

3ERW1 Part 2 Q.3

- Most students were able to recognise the key word '*Computer*' as a lesson on Wednesday in the timetable. They could identify the picture of ***a computer book*** as the thing that Tom had to bring for the computer lesson *(3ERW1 Part 2 Q.4)*. They could also recognise '***English Room***' as the place where students would go at 11:00 on Friday *(3ERW1 Part 2 Q.5)*.

Understanding the Connection between Ideas

- Most students could understand the connection of ideas in a timetable. They were able to identify '***Monday and Friday***' as the days when Tom had G.S. lessons.

7. Tom has G.S. lessons on _____.
    ○ A.   Monday and Tuesday   ● B.   Monday and Friday
    ○ C.   Tuesday and Wednesday   ○ D.   Wednesday and Friday

3ERW1 Part 2 Q.7

Task Name: At Christmas (Story)

Task Content: Tom read a story about Christmas.

At Christmas

It is a cold Christmas night. Santa wears his big red coat and takes his heavy bag. There are toys and books in the bag. He goes out to give children Christmas presents.

Santa sees a small girl in an old house. Her name is Mary. He gives her a cute teddy bear, but Mary does not want it. She wants to have a coat for her aunt. Her aunt is old and poor.

Santa looks in his bag. He feels sorry. There are no coats in it. All the presents are for children only. Mary is unhappy. Then Santa takes off his coat and gives it to Mary. Now Santa does not have a coat to wear, but he feels happy because he can help other people.

Recognising Key Words Related to Daily Life Experiences

- The majority of students could recognise key words related to their daily life experiences such as *toys and feelings*. When asked what present Santa gave Mary, they were able to choose the correct answer by recognising the key words '***a cute teddy bear***'.

2. Read line 6. Santa gives Mary _____.
    ○ A.   a book   ○ B.   a doll
    ● C.   a teddy bear   ○ D.   a bag

3ERW1/2 Part 3 Q.2

- The majority of students could recognise key words about '*feelings*'. When asked how Mary felt when she found that Santa did not have a coat in his bag, students were able to recognise the key word '***unhappy***' in the story.

6. Mary is _____ because Santa does not have a coat in his bag.
    ● A.   unhappy   ○ B.   cute
    ○ C.   helpful   ○ D.   cold

3ERW1/2 Part 3 Q.6

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by '*and*' in a story. They were able to identify that Santa had toys and books in his bag when the ideas were linked explicitly by '***and***': '*There are toys and books in the bag.*'.

1. Santa has _____ in his bag.

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

3ERW1/2 Part 3 Q.1

Understanding the Connection of Ideas by Following Pronoun References in a Story

- Many students could understand the connection of ideas by following pronoun references in a story. They were able to interpret 'She' as '**_Mary_**' by reading '*Mary does not want it. She wants to have a coat for her aunt.*'.

3. Read line 7. Who does 'She' refer to?

  ○ A. Santa's aunt   ● B. Mary
  ○ C. Mary's aunt   ○ D. Santa

3ERW1/2 Part 3 Q.3

Task Name: Judy's Birthday Party (Card)

Task Content: Tom read a card from Judy about her birthday party.

Recognising Key Words on Familiar Topics/Related to Daily Life Experiences

- The majority of students could recognise key words on familiar topics, e.g. '*food items*', '*names*' and '*dates*'. When asked what Tom could eat at the party, students were able to choose the picture of two hamburgers as the correct answer by recognising the key words '**_hamburgers_**' in the card (*3ERW2 Part 1 Q.1*).

Dear Tom,

PLEASE COME TO MY BIRTHDAY PARTY!

Date : 7th January 2017 (Saturday)
Time : 2 pm – 5 pm
Place : Apple Kitchen, 10 Prince Road, Central
Food & Drinks : hamburgers, mango cake, orange juice
Presents : coloured pencils, teddy bear stickers

Judy

- Most students could also recognise key words about '*names*'. They were able to recognise '**_Judy_**' as the sender of the card (*3ERW2 Part 1 Q.2*). When asked about the date of the party, students could recognise the key words '**_7th January_**' in the card (*3ERW2 Part 1 Q.3*).
- The majority of students could recognise key words related to daily life experiences such as 'time' in a card. They were able to identify that the party would start at 2 pm by recognising key words '**_2 pm – 5 pm_**' in the card (*3ERW2 Part 1 Q.4*).

Understanding the Connection between Ideas

- The majority of students could understand the connection of ideas in a card. They were able to identify '**_coloured pencils_**' and '**_teddy bear stickers_**' as the presents Tom could get at the party.

5. Tom can get _____ at the party.

○ A.   ○ B.

○ C.   ● D.
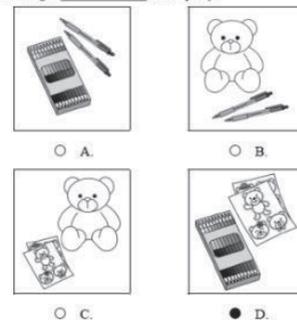
3ERW2 Part 1 Q.5

Task Name: Tom's Summer Timetable (Timetable)

Task Content: Tom looked at his summer timetable.

Recognising Key Words on Familiar Topics/Related to Daily Life Experiences

- Most students were able to recognise key words on familiar topics in a timetable, e.g. '*activities*'. When asked what Tom would do at 8:30 am, students could choose the correct answer by recognising the key words '*watch cartoons*' in the timetable (*3ERW2/3 Part 2 Q.2*). Most students could also recognise key words related to daily life experiences such as '*time*'. When asked what time Tom went to bed, students were able to recognise '*9:30 pm*' in the timetable (*3ERW2/3 Part 2 Q.7*).

	My Summer Timetable
8:00 am	● get up ● brush teeth ● eat breakfast
8:30 am	watch cartoons
10:00 am	play football or go hiking with Uncle David and Aunt Judy
12:00 noon	lunch
1:00 pm	● swimming classes (Monday and Wednesday) ● music class (Tuesday) ● computer class (Thursday) ● art class (Friday)
3:00 pm	afternoon tea
3:30 pm	fun time (e.g. cook with Mum, ride a bicycle)
5:00 pm	study time with Mr Chan
6:30 pm	dinner
7:30 pm	read books, play computer games, watch TV
9:30 pm	bedtime

Understanding the Connection between Ideas

- Most students could understand the connection of ideas linked by cohesive devices in a timetable. They were able to answer that Tom would either '*play football or go hiking*' at 10:00 am when the ideas were linked explicitly by '*or*'.

- The majority of students could understand the connection of ideas in a timetable. When asked what Tom did at fun time, they were able to get the correct answers '*cooks*' and '*rides a bicycle*' by referring to the timetable.

3. What can Tom do at 10:00 am?
   1) go hiking
   2) go swimming
   3) play football
   4) ride a bicycle

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

   3ERW2/3 Part 2 Q.3

5. Tom _____ at fun time.
   1) has lunch
   2) rides a bicycle
   3) cooks
   4) brushes his teeth

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

   3ERW2/3 Part 2 Q.5

Primary 3 Writing

Design of Writing Papers

There are two writing tasks in the three writing sub-papers:

Tasks	*Text Types*
At the Park	Story
My School Recess	Personal Description

Following the recommendations of the Committee, the Moderation Committee modified the design of the writing papers. For the task on picture-aided storytelling, more hints were given, e.g. more vocabulary relevant to each picture.

Performance of Primary 3 Students Achieving Basic Competence in Writing Tasks

In general, students understood the task requirements in the writing tasks. For '*At the Park*', students were able to provide a factual account of the story based on the pictures with almost no supporting details. For '*My School Recess*', students were able to provide relevant ideas using the prompts. In terms of language, students were able to use a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes in both writing tasks.

At the Park (3ERW1 / 3ERW2 Part 4)

In this writing task, students were asked to write a story about what happened when Peter played football at the park based on the given pictures.

Student Exemplar 1

Today is sunny. I play football in the Happy Park. Oh no! I kick my ball to the girl. The girl cry. Then I say, "Sorry." I am unhappy, today.

Content:

1 Provides a factual account of the story based on the pictures

2 An ending is given to the story

Language:

◆—◆ Uses a limited range of vocabulary: *sunny, sorry*

•••• Writes short and simple sentences: *Today is sunny...Oh no! I kick my ball to the girl.*

︵ Uses a limited range of cohesive devices: *Then*

▲ Makes some grammatical mistakes: *I play football in the Happy Park...The girl cry.*

Student Exemplar 2

Last Monday, Sam went to the Happy Park to play foot ball. After, he kick to the girl. The girl cry, she is sad so Sam said sorry to her and gave her a sweet

Content:

1 Provides a factual account of the story based on the pictures

2 An ending is given to the story

Language:

◆━━ Uses a limited range of vocabulary: *sad, sorry*

···· Writes short and simple sentences: *Last Monday, Sam went to the Happy Park to play foot ball.*

⌒ Uses a limited range of cohesive devices: *so, and*

▲ Makes some grammatical mistakes: *...he kick to the girl. The girl was cry...*

◯ Makes one spelling mistake: *foot ball (football)*

My School Recess (3ERW3 Part 4)

In this writing task, students were asked to write about <u>what they did and how they felt during school recess</u> with the help of prompts.
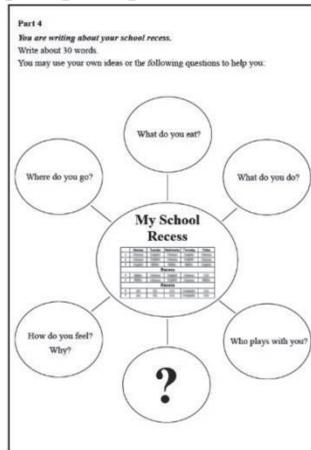
Student Exemplar 3

[My ▲ school recess, I eat some sweet with my classmates] We ... th ... (Than), wee go to the computer room the play some game withe them] [we all felt happy.] [This is my recess]

What do you eat? 1

1 *Where do you go?*

What do you do?

How do you feel? Why?

?

Content:

1 Provides brief and relevant ideas to the questions

Language:

◆——◆ Uses a limited range of vocabulary: *classmates, game*

•••• Writes short and simple sentences: *...I eat some sweet with my classmates...we all felt happy. This is my recess.*

▲ Makes some grammatical mistakes: *My school recess...we go to the compute room the play some game withe them...*

⬭ Makes some spelling mistakes: *Than (Then), compute (computer)*

Student Exemplar 4
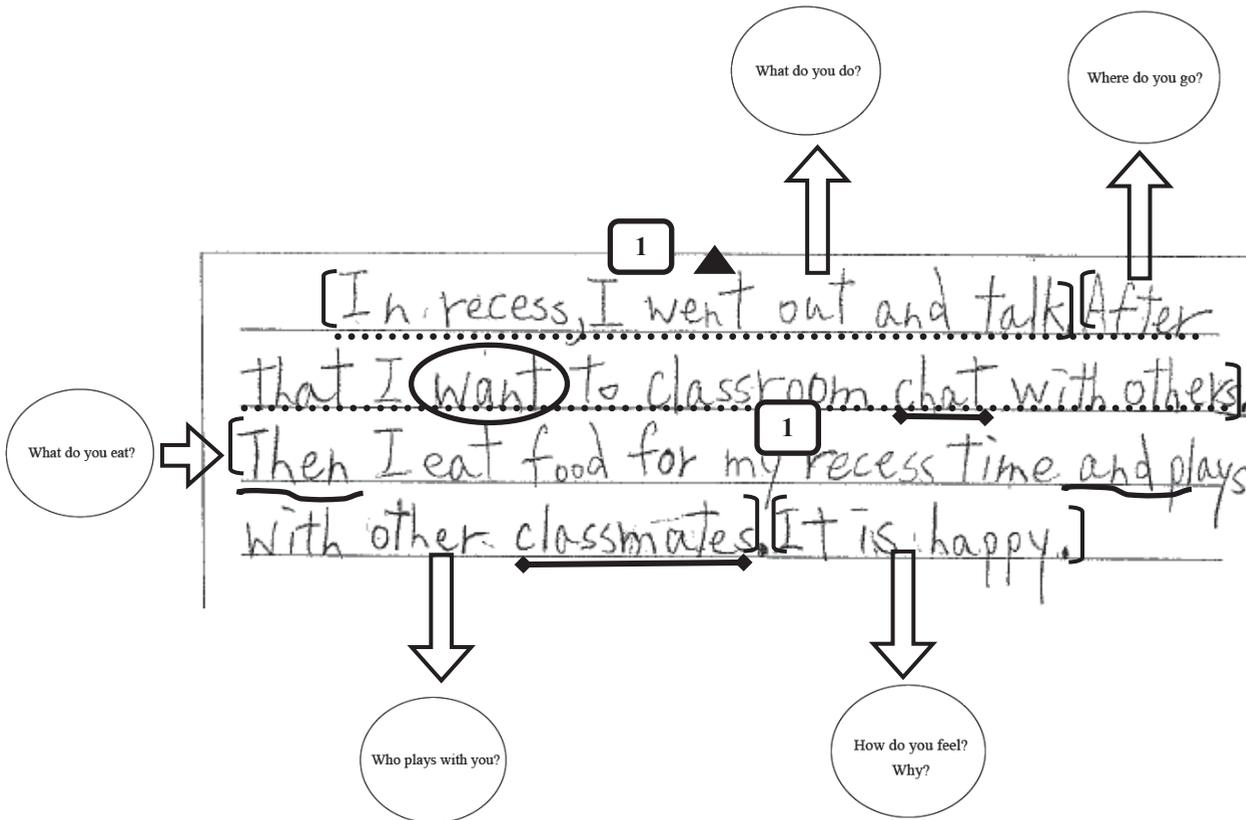
What do you do?

Where do you go?

What do you eat?

[In recess, I went out and talk][After that I ~want~ to classroom chat with others] Then I eat food for my recess time and plays with other classmates.[It is happy.]

Who plays with you?

How do you feel? Why?

Content:

1 Provides brief and relevant ideas to the questions

Language:

◆—◆ Uses a limited range of vocabulary: *chat, classmates*

···· Writes short and simple sentences: *In recess, I went out and talk. After that, I want to classroom chat with others.*

⌣ Uses a limited range of cohesive devices: *Then, and*

▲ Makes one grammatical mistake: *...I went out and talk.*

◯ Makes one spelling mistake: *want (went)*

Primary 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 percentage of students 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 Primary 3 Student Performances' section.

Good Performance of Primary 3 Students in 2017

Primary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- understand the connection between ideas using cohesive devices

For task contents, please refer to '*Performance of Primary 3 Students Achieving Basic Competence in Listening Tasks*' Section.

Understanding the Connection between Ideas Using Cohesive Devices

- The more able students could understand the ideas connected by '<u>so</u>'. They could identify that John could go home when he was good at the ball game:
  Mum: *Now John can play football very well. **So** the monkey lets John go home*.

8. When John is good at the ball game, he _____.
  - ● A. goes home
  - ○ B. plays with the monkey
  - ○ C. plays computer games
  - ○ D. buys a new computer game

3EL2/3 Part 2
'Catch and Teach' Q.8

Primary 3 Reading

Good Performance in Reading Tasks

Students with good performance were able to:

- recognise key words related to daily life experiences

- understand the connection between ideas using cohesive devices

- understand the connection of ideas by following pronoun references in a story

- predict the meaning of unfamiliar words with contextual clues and pictorial cues

For task contents, please refer to '*Performance of Primary 3 Students Achieving Basic Competence in Reading Tasks*' Section.

Recognising Key Words Related to Daily Life Experiences

- The more able students could recognise key words related to daily life experiences. They were able to identify '*10:45*' as the time when the second recess started by recognising key words '*2nd recess*' in the timetable and '*start*' in the question.

6. When does the second recess start?
  - ○ A. at 9:00   ○ B. at 9:30
  - ○ C. at 9:45   ● D. at 10:45

3ERW1 Part 2
'Tom's School Timetable' Q.6

Understanding the Connection Between Ideas Using Cohesive Devices

- The more able students were able to identify the correct picture showing Mary's aunt. This indicated that they could understand the connection of ideas linked by '**_and_**' in the story: '*Her aunt is **old and poor**.*'.

4. Which picture shows Mary's aunt.

○ A.   ○ B.

○ C.   ● D.
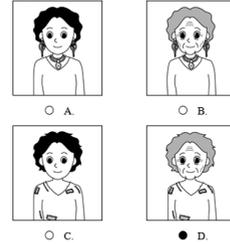
3ERW1/2 Part 3
'At Christmas' Q.4

Understanding the Connection of Ideas by Following Pronoun References in a Story

- The more able students could understand the connection of ideas by following pronoun references in a story. They could interpret 'it' as '**_Santa's coat_**' when reading '*Then Santa takes off **his coat** and gives **it** to Mary.*'. This showed that students were able to follow pronoun references when the pronoun was close to the subject it referred to.

7. Read line 11. What does 'it' refer to?

○ A.   ○ B.

○ C.   ● D.
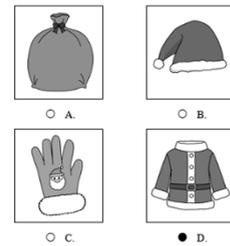
3ERW1/2 Part 3
'At Christmas' Q.7

Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues

- With the help of contextual clues and pictorial cues, the more able students could correctly predict the meaning of unfamiliar words in the story. When asked how Santa felt after he found there were no coats in his bag, the more able students were able to predict the meaning of the unfamiliar word '*sorry*' with the help of the contextual clue '**_There are no coats in it. All the presents are for children only_**.' and the pictorial cues given in the options.

5. Read lines 9 – 10. How does Santa feel?

○ A.   ● B.

○ C.   ○ D.
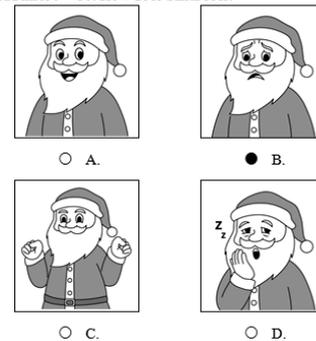
3ERW1/2 Part 3
'At Christmas' Q.5

Primary 3 Writing

For '*At the Park*', students with good writing skills were able to provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent. For '*My School Recess*', students were able to provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

At the Park (3ERW1 / 3ERW2 Part 4)

Student Exemplar 5

[Peter is playing football at Happy Park. He is happy.] [Suddenly, his football hits a little girl's head. Peter feels sorry.] [The girl drops her doll and is crying.] [Peter takes a step foward to the little girl and says sorry to The girl finally stops crying.]

Content:

1 Provides a story with some supporting details

2 An ending is given to the story

Language:

◆—◆ Uses a small range of vocabulary: *Suddenly, finally*

···· Uses a small range of sentence patterns: *Peter is playing football at Happy Park. He is happy. Suddenly, his football hits a little girl's head. Peter feels sorry.*

⁀ Uses a small range of cohesive devices: *and*

▲ Makes one grammatical mistake: *Peter takes a step foward to the little girl and says sorry to*

◯ Makes one spelling mistake: *foward (forward)*

Student Exemplar 6

1 Today, Mum took me and my sister Mary to Happy Park.

1 When we arrive at Happy Park. Then I take my football out and play with it. Then I hit my sister's head. 'Oh, no!' I cried. And my sister drops her favourite doll.

1

2 At last, My mum shouts at me and take my football.

What a bad day.

Content:

1 Provides a factual account of the story based on the pictures with some supporting details. The description is clear and coherent.

2 Provides an ending to the story

Language:

◆—◆ Uses a small range of vocabulary: *took, arrive, favourite, bad*

•••• Uses a small range of sentence patterns with no spelling mistakes: *Then I take my football out and play with it. Then I hit my sister's head. 'Oh, no!' I cried…What a bad day.*

⌒ Uses a small range of cohesive devices: *and, Then, At last*

▲ Makes one grammatical mistake: *…take my football*

My School Recess (3ERW3 Part 4)

Student Exemplar 7

What do you eat?

Where do you go?

Who plays with you?

What do you do?

How do you feel?
Why?

[In the recess, I eat my snacks I bring to my school] [I usually sit down in the playground and talk to my friend Daniel.] [Sometimes I will play football with Daniel too.] [I feel very happy because I can play with my friend.]

Content:

1 Provides relevant ideas to the questions with some supporting details

---

Language:

◆—◆ Uses a small range of vocabulary: *snacks, bring, usually*

•••• Uses a small range of sentence patterns with no grammatical and spelling mistakes: *In the recess, I eat my snacks I bring to my school…Sometimes, I will play football with Daniel too. I feel very happy because I can play with my friend.*

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

Student Exemplar 8

What do you eat?

Where do you go?

What do you do?

Who plays with you?

How do you feel? Why?

?

[Today recess, I ate bread and drank water] [I went to the hall because I had put onghua project to do] [Finished the project, I played side with Ryan and Sunny]. I felt happy because I could play with my friends] [We all said "Today was a good day!"]

Content:

1 Provides relevant ideas to the questions with some supporting details

---

Language:

◆—◆ Uses a small range of vocabulary: *drank, project*

•••• Uses a small range of sentence patterns with no spelling mistakes: *...I ate bread and drank water...I felt happy because I could play with my friends. We all said "Today was a good day!"*

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

▲ Makes a few grammatical mistakes: *Today recess...Finished the project, I played side with Ryan and Sunny.*

Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

Reading Aloud

- Students with good 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>. Students could also <u>express the excitement/enjoyment</u> when reading these texts:

  We have lots of fun! *(3ES03)*

  We enjoy playing with our dog too! *(3ES05)*

Expression of Personal Experiences

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

Picture Description

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

General Comments on Primary 3 Student Performances

Primary 3 Listening

- Students in general were able to identify key words in both conversations and stories. They were able to <u>follow the conversations between speakers and the development of the story</u>.

- With the help of <u>verbal and pictorial cues</u>, students were able to identify key words on <u>familiar topics</u> (e.g. days, places, dates). They could also identify key words related to <u>daily life experiences</u> (e.g. stationery items, sports).

- Students were able to understand the connection between ideas using cohesive devices such as '<u>*and*</u>' and '<u>*but*</u>'. Some students could also understand the <u>causal relationship of ideas</u> in the spoken texts linked by '<u>*because*</u>'.

- Students were able to understand basic differences in intonation when speakers expressed *happiness, surprise and excitement.*

- Students were able to discriminate words with a small range of vowel and consonant sounds.

Primary 3 Reading

- Students were able to recognise key words on <u>familiar topics</u> (e.g. names, activities and food) and those related to daily life experiences (e.g. time, feelings and toys).

Students could use <u>straightforward contextual clues and pictorial cues</u> to help them get the correct answers.

- Students were generally able to understand the connection between ideas using cohesive devices such as '<u>*or*</u>' and '<u>*and*</u>'. Students could also understand the connection of ideas in <u>timetables and cards</u>.

- Students in general were able to understand the connection between ideas by following pronoun references in a card/story. However, following pronoun references are still challenging for some students.

- Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues. However, predicting the meaning of unfamiliar words is still a challenge for some students.

Primary 3 Writing

- There were two writing tasks in the three sub-papers. For '*At the Park*', students were given word prompts 'play', 'sandwiches / kick / hit' and 'drop / cry' for the three pictures and were asked to write a story about what happened when Peter was playing at the park. They were also asked to provide an ending to the story. Students generally were <u>able to write a factual account of the story with an ending</u>. <u>The description was quite clear</u>. The performance of students also showed that the topic '*At the Park*' was quite familiar to them. Students were also able to complete the story with relevant ideas related to the pictures.

- In '*My School Recess*', students were expected to write about what they did during school recess. Question prompts were given to help students write: '*What do you do?*', '*What do you eat?*', '*Who plays with you?*', '*Where do you go?*' and '*How do you feel? Why?*'. Students were generally <u>able to respond to the questions with relevant ideas. The ideas were quite clear.</u> This indicated that the topic was familiar to the students.

At the Park
Providing Ideas Based on the Pictures and Word Prompts

- Students were <u>able to write a short story based on the pictures</u> using the word prompts '<u>*play*</u>', '<u>*sandwiches*</u>', '<u>*kick*</u>' and '<u>*cry*</u>': *Today, Peter went to Happy Park and played football with his sister and mother. His sister was ate sandwiches, and Peter kick the ball, and hit sister. His sister drop the sandwiches and she cried. His mother shouted a Peter. He was sad.* The description was quite clear and an ending was given. Some students were also able to describe how Peter felt at the end.

- The more capable students were able to <u>provide some supporting details to the ideas relevant to the topic</u>:

> *Today it is a sunny day, Peter is playing football happily at the park. Then, suddenly, Peter kicks too high and hits a baby girl that she is holding a doll…she drops her favourite doll and cry…Peter feels very sorry…he says sorry to the girl and they play joyfully together!*

Providing an Ending to the Story

- Students were able to <u>provide a brief ending to the story</u>:

> *My mum is shout at me.*

> *Peter says sorry to her, she happy again.*

> *The girl dad is help the girl.*

- The more capable students were <u>able to end the story with some supporting details</u>. Some of the students were able to write about the lessons Peter learnt from the incident. For example:

> *Peter regrets for being so careless for kicking the ball to the girl. Peter knows he is wrong, he will be more careful when he is playing football next time.*

Using Word Prompts in the Pictures

- Some students used the word prompts given in the first picture to write the story: *One day, Peter was playing football in Happy Park.*

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

- Students used <u>a limited range of vocabulary</u> in the story. <u>The vocabulary was generally related to the topic</u>: '*sunny*', '*football*', '*girl*', '*run*', '*eat*', '*sorry*', '*sad*'. <u>The sentences given were usually short and simple</u>, e.g. '*Then he kicked the ball and hit a baby. She dropped the toy and start crying.*'.

- Some students were able to use cohesive devices such as '*then*', '*and*' and '*but*' to <u>link or contrast ideas</u>.

- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). Incorrect usage of prepositions, pronouns, singular and plural nouns was common among students. They also misspelled some common words.

- The more capable students used <u>a small range of vocabulary, sentence patterns and cohesive devices</u>:

> *But all of a sudden, the ball hit a girl's face. The girl cried crazily, there's no stopping her to cry. He picked up his ball. Oh no! The ball landed onto their sandwiches!*

195

My School Recess

Providing Ideas Based on the Question Prompts

- Students were able to write about their school recess. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to tell what they did, where they went and what they ate during school recess. They were able to write about who played with them during the recess and how they felt. <u>Relevant and brief ideas were given</u>:

  ➢ *My school recess is very funny…At the recess I eat the beef are rice…I run with Tom. After then, I read a book too.*

- The more capable students were able to <u>provide ideas relevant to the topic with some supporting details</u>. The ideas were clear and coherent. For example: '*I eat my brownies, they are so yummy. After that, I play table tennis, my friend Jason play with me.*'.

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

- Students used <u>a limited range of vocabulary</u> in their writing. <u>The vocabulary was generally related to the topic</u>:   '*snacks*', '*computer room*', '*run*', '*read*', '*classmates*', '*happy*' and '*good*'. <u>The sentences written by students were short and simple</u>, e.g. '*I talk with my friends.*', '*We eat our snacks.*', '*I went to the playground.*'. Some students were <u>able to link ideas</u> using '*and*', '*then*' and '*because*'.

- Students made some grammatical mistakes in tenses (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). There were some errors in the usage of prepositions, singular and plural nouns by students. They also made some spelling mistakes in their writing.

- The more capable students used <u>a small range of vocabulary, sentence patterns and cohesive devices</u>:

  ➢ *At recess, I always eat my snacks and play with Justin but today he doesn't play with me so I eat my snacks by myself.*
  ➢ *I talked with my good friend, Sam too. He was very tall. We talked about what we played on the Music Day three days ago.*

Primary 3 Speaking

Reading Aloud

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Some students were unable to pronounce blends in '*play*' and '*friends*'. Some dropped end consonants in '*lessons*', '*sports*', '*cartoons*', '*cakes*' and '*cookies*'. When reading the texts aloud, some students also mispronounced words such as '*fun*', '*kind*', '*strong*', '*favourite*', '*sometimes*', '*enjoy*', '*feel*', '*Lily*', '*teaches*', '*together*', '*well*' and '*chocolate*'.

- Some students mispronounced '*fit*' as '*fat*' and '*new*' as '*now*'.

Expression of Personal Experiences

- Many students were able to provide relevant responses to the questions from the oral examiners. In general, students were able to provide relevant answers to Wh-questions (e.g. '*What is your favourite subject at school?*', '*Who is your best friend in class?*').

- Students had difficulty in answering questions that required providing a reason (e.g. '*Do you like your P.E. lessons? Why?*', '*Do you like eating at restaurants? Why / Why not?*').

Picture Description

- Many students were able to provide natural and relevant responses based on the pictures. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. '*What is the girl eating?*', '*How does the boy feel?*').

- Students did not have the vocabulary to respond to some Wh-questions. For example, when asked '*What are the boys doing?*' in *3ES04 (A Football Match)*, they did not know how to describe the boys who were fighting or pushing each other due to a lack of vocabulary.

- Some students also experienced difficulty in answering questions which asked for their opinions on an action (e.g. '*Is it right to do that? Why / Why not?*').

Overview of Primary 3 Student Performances in English Language in 2015-2017

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 2015-2017

Year	% of Students Achieving English Language Basic Competency
2015	80.4
2016	81.1
2017	81.1

A comparison of the strengths and weaknesses of P.3 student performances in 2015-2017 provides useful information on how teachers can help students improve. Table 7.10 summarises the comparison.

Table 7.10   Overview of P.3 Student Performances in English Language in 2015-2017

Reading \ Year	2015	2016	2017	Remarks
Strengths	• Students were able to identify key words on familiar topics (e.g. weather conditions). Contextual clues were found to be useful to students. • Students were generally able to identify the connection between ideas linked by cohesive devices (e.g. 'and', 'too'). They could also identify the connection of ideas in a table and a poster. • Students could identify information from the book cover (e.g. author and the title of the book) and the contents page (e.g. total number of parts in the book). • When students were given pictorial cues and contextual clues, they could deduce the possible content of the book. • Students could interpret a reference word when it referred to the sender or the receiver of a letter or a postcard.	• Students were able to recognise key words on familiar topics (e.g. food) and those related to daily life experiences (e.g. time). Contextual clues and pictorial cues were useful to students. • Students could understand the connection between ideas linked or contrasted by cohesive devices 'and' and 'but'. They could also understand the connection of ideas in advertisements and posters. • Students could understand the connection of ideas by following pronoun references in a story. • Students were able to predict the meaning of unfamiliar words in a poster with contextual clues and pictorial cues.	• Students were able to recognise key words on familiar topics (e.g. names) and those related to daily life experiences (e.g. time) with contextual clues and pictorial cues. • Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or'). • Students were able to understand the connection of ideas in timetables and cards. • Students in general were able to understand the connection between ideas by following pronoun references in a card/story. • Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues.	• Following pronoun references and predicting the meaning of unfamiliar words were still a challenge for some students.
Weaknesses	• Only the more able students could identify key words on less familiar topics. • It was still challenging for students to follow pronoun references in longer texts (e.g. letters and postcards). • When applying simple reference skills to obtain information from the book cover, only the more able students were able to identify there was a page of stickers inside the book.	• Only the more able students could follow pronoun references across a few lines.	• Only the more able students were able to follow pronoun references in a story. They were able to interpret a reference word when the pronoun was close to the subject it referred to. • Only the more able students were able to make use of the contextual clues and pictorial cues in the story to help them predict the meaning of unfamiliar words.	

Writing \ Year	2015	2016	2017	Remarks
Strengths	• Many students were able to provide a factual account of the story about 'A Naughty Cat' with almost no supporting details. For the writing task 'Helping Other People', students could write about their experiences in helping other people with given prompts. • Some students were able to use cohesive devices such as 'and', 'but', 'so' to link or contrast ideas. • More students were able to write relevant ideas with elaboration.	• In the writing task 'Late for School', students generally were able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. • In 'My Favourite Lesson', students were generally able to respond to the questions with brief but relevant ideas. • Some students were able to use cohesive devices to link ideas (e.g. 'because', 'and').	• For 'At the Park', students were able to provide a factual account of the story. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given. • In 'My School Recess', students were able to provide relevant ideas using the prompts (e.g. what they did and how they felt at recess). • Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because').	• Students were able to provide relevant ideas in the writing tasks. They used a limited range of vocabulary and sentence patterns. Grammatical and spelling mistakes were common among students.
Weaknesses	• Spelling mistakes were common among students, e.g. *robort (robot), droped (dropped), cak, calk, calk (cake), tabe, tabld (table), git, gif (gift), etc.* • Grammatical mistakes were common: *'But the cat jump (jumps) on the cake...', 'His mum is bring (brings) a birthday cake to Tom.', 'There had (were) chicken wings, chips...'.*	• Some students only provided brief ideas in their writing. • Spelling mistakes were common among students. • Grammatical mistakes (e.g. subject-verb disagreement) were still common in students' writing.	• Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Students made some grammatical mistakes (e.g. error in tenses) in their writing.	

Listening \ Year	2015	2016	2017	Remarks
Strengths	• Students could identify key words on familiar topics (e.g. people, time) or on topics related to daily life experiences (e.g. classes, musical instruments). • Students were able to identify the connection of ideas that were linked or contrasted by cohesive devices (e.g. 'also', 'but' and 'too'). They could understand the causal relationship of ideas linked explicitly by cohesive devices. • Students could distinguish a small range of initial consonants, vowels and end consonants (e.g. 'Rock' from 'Rod', 'Ron' and 'Roy'). • Students could distinguish the tone of a speaker expressing anger and doubt.	• Students could identify key words related to daily life experiences (e.g. vehicles, weather conditions) and those on familiar topics (e.g. places, food) with the help of verbal and pictorial cues. • Students were able to understand the connection of ideas that were linked or contrasted by cohesive devices such as 'and', 'also' and 'but'. Some students could also understand the causal relationship of ideas linked by 'because'. • Students could understand basic differences in intonation when speakers expressed excitement, surprise and fear. • Students were able to discriminate words with a small range of consonant sounds.	• Students were able to identify key words on familiar topics (e.g. places) or those related to daily life experiences (e.g. sports) with straightforward verbal and pictorial cues. • Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but). • Students were able to discriminate between common words with a small range of vowel sounds (e.g. 'a', 'i', 'o' and 'u') and consonant sounds (e.g. 'B', 'L', 'M' and 'T'). • Students were able to distinguish basic differences in intonation (e.g. happy, surprised).	• Students were able to identify key words on familiar topics/related to daily life experiences in the spoken texts. • Students also showed understanding of the connection between ideas using cohesive devices.
Weaknesses	• Students were unable to identify the connection of more than one idea with causal relationship in the spoken text. • Only students with good performance could distinguish '13' from '3', '30' and '33'.	• Some students were unable to identify key words with distractors built into the spoken text.	• Some students were unable to understand the connection between ideas when the ideas were connected by 'so'.	

Speaking \ Year	2015	2016	2017	Remarks
Strengths	• For 'Reading Aloud', students were able to read fluently and clearly with very few pronunciation mistakes. • For 'Expression of Personal Experiences', students were able to provide relevant answers with some prompting. • In 'Picture Description', students could provide relevant answers to most of the questions with little prompting. Students with good performance were able to provide elaboration to some questions.	• For 'Reading Aloud', many students were able to read most of the texts aloud fluently and clearly. They made very few pronunciation mistakes. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. • In 'Picture Description', many students were able to provide relevant responses naturally based on the pictures.	• In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes. • In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. • In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation.	• In general, students were able to respond to questions with relevant answers related to personal experiences and the pictures. • However, students had difficulty in answering questions that required providing a reason/asked for their opinions on an action.
Weaknesses	• For 'Reading Aloud', students continued to drop end consonants for words like 'teaches' and 'sunglasses'. Some students were not able to say 'Thank you' correctly. They said 'Thank you you' instead. • For 'Expression of Personal Experiences', some students had difficulty answering simple questions. For example, 'What does she look like?' They did not understand the meaning of 'look like.' • In 'Picture Description', some students were not able to express their ideas appropriately due to their limited choices of words.	• For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. brother) and they mispronounced some words (e.g. race, winner). • For 'Expression of Personal Experiences', some students were hesitant in responding to 'Wh' questions (e.g. 'Do you like summer? Why? Why not?'). • In 'Picture Description', even though students were familiar with the topics (e.g. 'In the Playground'), they did not have the vocabulary to respond to some Wh-questions.	• For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'. • For 'Expression of Personal Experiences', students had difficulty in answering questions that required providing a reason (e.g. 'Do you like your P.E. lessons? Why?'). • In 'Picture Description', some students experienced difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').	