

## **Results of Primary 6 English Language in Territory-wide System Assessment 2019**

The percentage of P.6 students achieving English Language Basic Competency in 2019 is 72.8%.

### **Primary 6 Assessment Design**

The assessment tasks for 2019 P.6 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 2 (Primary 6)*, the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004) and the *English Language Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). The tasks covered the four language skills of listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.6 written assessment comprised a total of 120 items and 132 score points scattered through three sub-papers for Listening and three sub-papers for Reading and Writing. Common items existed in different written sub-papers, acting as inter-paper links. The duration of each Listening sub-paper was approximately 30 minutes, while that of each Reading and Writing sub-paper was 50 minutes. The speaking assessment comprised two components, ‘Reading Aloud and Teacher-Student Interaction’ as well as ‘Presentation’, with four sub-papers in each component. The speaking assessment consisted of eight sub-papers. The number of items on the various sub-papers is summarised in Table 7.11a. These numbers include several common items that existed in more than one sub-paper to enable the equating of test scores. The composition of the P.6 written sub-papers is provided in Table 7.11b and that of the Speaking sub-papers is given in Table 7.11c.

**Table 7.11a Number of Items and Score Points for P.6**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Assessment					
Listening	28(28)	28(28)	28(28)	--	56(56)
Reading	32(32)	32(32)	31(31)	--	62(62)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	61(67)	61(67)	60(66)	--	120(132)
Speaking Assessment					
Reading Aloud	2(4)	2(4)	--	--	4(4)
Teacher-Student Interaction	2(7)	2(7)	--	--	4(7)
Presentation	2(10)	2(10)	--	--	4(10)

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

**Table 7.11b Composition of P.6 Written Sub-papers**

Written Assessment			
Basic Competency	No. of Items (Score Points)		
<b>Listening</b>	<b>6EL1</b>	<b>6EL2</b>	<b>6EL3</b>
	28(28)	28(28)	28(28)
<b>Reading</b>	<b>6ERW1</b>	<b>6ERW2</b>	<b>6ERW3</b>
	32(32)	32(32)	31(31)
<b>Writing</b>	<b>6ERW1</b>	<b>6ERW2</b>	<b>6ERW3</b>
	1(7)	1(7)	1(7)

**Table 7.11c Composition of P.6 Speaking Sub-papers**

Speaking Assessment		
Basic Competency	No. of Items (Score Points)	
L3-R-3-P6BC (Reading aloud)	6ES01 & 6ES03 2 (8)	6ES09 & 6ES11 2 (8)
L3-S-3-P6BC (Ideas)	6ES01 – 6ES04 4 (16)	6ES09 – 6ES12 4 (16)
L3-S-4-P6BC (Language use)	6ES01 – 6ES04 4 (12)	6ES09 – 6ES12 4 (12)
L4-S-1-P6BC (Pronunciation)	6ES02 & 6ES04 2 (6)	6ES10 & 6ES12 2 (6)

## Primary 6 Listening Items

Each student was required to attempt one of the three sub-papers (about 30 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 7.12 and 7.13.

**Table 7.12 P.6 Listening: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L3-L-1-P6BC	Discriminating between words with a range of vowel and consonant sounds	4
L4-L-2-P6BC	Understanding the use of a small range of language features in simple literary / imaginative spoken texts	4
L4-L-3-P6BC	Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	48
<b>TOTAL</b>		56

**Table 7.13 P.6 Listening: Item Description and Question Types**

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-L-1-P6BC L4-L-3-P6BC	Ordering Online <i>6EL1 Part 1A</i>	Blank filling	6(6)
L3-L-1-P6BC L4-L-3-P6BC	News and Weather Report <i>6EL1/6EL2 Part 1B</i>	Multiple choice	6(6)
L4-L-2-P6BC L4-L-3-P6BC	My Grandpa <i>6EL1 Part 2</i>	Multiple choice	6(6)
L4-L-3-P6BC	The Story of Jeans <i>6EL1/6EL3 Part 3</i>	Multiple choice	10(10)
L3-L-1-P6BC L4-L-3-P6BC	Ordering Online <i>6EL2/6EL3 Part 1A</i>	Multiple choice	6(6)
L4-L-2-P6BC L4-L-3-P6BC	My Grandma <i>6EL2/6EL3 Part 2</i>	Multiple choice	6(6)
L4-L-3-P6BC	A Healthy Life <i>6EL2 Part 3</i>	Multiple choice	10(10)
L4-L-3-P6BC	Things to Do on the Internet <i>6EL3 Part 1B</i>	Multiple choice	6(6)

## Primary 6 Reading Items

Each student was required to attempt four reading tasks in one of the three Reading and Writing sub-papers (50 minutes each). About 25 minutes were allotted for completion of the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.14 and 7.15.

**Table 7.14 P.6 Reading: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	51
L3-R-6-P6BC	Applying simple reference skills with the help of cues	4
L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts	7
<b>TOTAL</b>		<b>62</b>

**Table 7.15 P.6 Reading: Item Description and Question Types**

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-R-5-P6BC	A Travel Mug <i>6ERW1/6ERW2 Part 1</i>	Multiple choice	8(8)
L3-R-5-P6BC L3-R-6-P6BC L4-R-4-P6BC	Seasons <i>6ERW1/6ERW3 Part 2</i>	Multiple choice	7(7)
L3-R-5-P6BC	10 <sup>th</sup> Anniversary Ceremony <i>6ERW1/6ERW3 Part 3</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	A Bad Dream <i>6ERW1 Part 4</i>	Multiple choice	10(10)
L3-R-5-P6BC L3-R-6-P6BC	Tina's Adventure <i>6ERW2 Part 2</i>	Multiple choice	6(6)
L3-R-5-P6BC L4-R-4-P6BC	A Healthy Child <i>6ERW2 Part 3</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	A Reserve Player <i>6ERW2/6ERW3 Part 4</i>	Multiple choice	11(11)
L3-R-5-P6BC L4-R-4-P6BC	A Terrible Holiday <i>6ERW3 Part 1</i>	Multiple choice	6(6)

## Primary 6 Writing Tasks

Each student was required to attempt one writing task of about 80 words in one of the three Reading and Writing sub-papers (50 minutes each). About 25 minutes were allotted for completion of the writing task in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.16 and 7.17.

**Table 7.16 P.6 Writing: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L3-W-3-P6BC	Writing and / or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues	1
L3-W-4-P6BC	Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes	1
<b>TOTAL</b>		<b>2</b>

**Table 7.17 P.6 Writing: Item Description**

Basic Competency	Item Description	No. of Items (Score Points)
L3-W-3-P6BC	Jason's Wish	$\frac{1}{2}(4)$
L3-W-4-P6BC	6ERW1/6ERW2 Part 5	$\frac{1}{2}(3)$
L3-W-3-P6BC	My Favourite Place	$\frac{1}{2}(4)$
L3-W-4-P6BC	6ERW3 Part 5	$\frac{1}{2}(3)$

## Primary 6 Speaking Tasks

Each selected student was required to attempt either ‘Reading Aloud and Teacher-Student Interaction’ or ‘Presentation’ in one of the eight sub-papers (each sub-paper was about five minutes in length including preparation time). A set of four sub-papers were allocated to each session, totalling two sessions of speaking assessment over two days. The sub-papers covered different topics: *Lunchtime at School* (6ES01), *A Class Picnic* (6ES02), *Sports Day* (6ES03), *A Typhoon Day* (6ES04), *Staying Healthy* (6ES09), *Going to a Beach* (6ES10), *Going Hiking* (6ES11) and *Saturday Activities* (6ES12). Descriptions of the speaking tasks are provided in Table 7.18.

**Table 7.18 P.6 Speaking: Distribution of Tasks**

Basic Competency	Descriptor	Task Description	No. of Items
L3-R-3-P6BC	Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation	Reading Aloud <i>6ES01, 6ES03, 6ES09, 6ES11</i>	4
L3-S-3-P6BC	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues	Teacher-Student Interaction	4
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes	<i>6ES01, 6ES03, 6ES09, 6ES11</i>	
L4-S-1-P6BC	Pronouncing familiar words comprehensibly	Presentation <i>6ES02, 6ES04, 6ES10, 6ES12</i>	4
L3-S-3-P6BC	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues		
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes		

## ***Performance of Primary 6 Students Achieving Basic Competency in 2019***

### **Primary 6 Listening**

#### **Design of Listening Papers**

There are three listening sub-papers altogether, namely 6EL1, 6EL2 and 6EL3. In the sub-papers, there are eight listening tasks:

<b>Task</b>	<b>Text Type</b>
Things to Do on the Internet	Personal Description
News and Weather Report	News Report and Weather Report
Ordering Online (Multiple Choice)	Note and Message
Ordering Online (Blank Filling)	Note and Message
My Grandpa	Poem
My Grandma	Poem
A Healthy Life	Conversation
Story of Jeans	Story

#### **Performance of Primary 6 Students Achieving Basic Competency in Listening Tasks**

Students achieving basic competency were able to

- extract a specific piece of straightforward information
- understand the connection between ideas by identifying cohesive devices
- discriminate between intonations with the expression being explicitly presented
- discriminate between words with a range of vowel and consonant sounds
- identify rhymes
- interpret similes
- sequence events with the help of pictorial cues given as options

#### **Task Name: A Healthy Life (Conversation)**

**Task Content:** Two students talk about the results of their survey on healthy living.

#### **Extracting a Specific Piece of Straightforward Information**

- Most students could extract a specific piece of straightforward information from a spoken text. They knew that the survey is on 'healthy living' when they heard Emily say '*...our survey on healthy living*'.
1. The survey is on \_\_\_\_\_.
- A. school life
- B. school results
- C. healthy living
- D. report writing

6EL2 P3 Q.1

**Task Name: My Grandpa (Poem)**

**Task Content:** Miss Chan is reading a poem called ‘My Grandpa’.

**Understanding the Connection between Ideas by Identifying Cohesive Devices**

- Most students were able to connect ideas by identifying cohesive devices. In this poem, students were able to identify ‘because’ which connects the idea that ‘he gets up early’ with the idea that ‘he wants to go to the park’ when hearing ‘*He gets up very early...because he must be at the park at eight*’.

3. Grandpa gets up early because he wants to \_\_\_\_\_.

- A. go to the park  
 B. eat breakfast  
 C. feed tortoises  
 D. clean his glasses

6EL1 P2 Q.3

**Task Name: Story of Jeans (Story)**

**Task Content:** Miss Tam is telling the story of jeans to her students at the English Corner.

**Distinguishing between Intonations with the Expression Being Explicitly Presented**

- Most students were able to discriminate between expressions of happiness, curiosity, sadness and anger. They could identify the correct picture of Jack (curious) when they heard the presenter’s explicit expression, i.e. ‘*But why are these trousers called jeans?*’

6. Jack feels \_\_\_\_\_.



- A.  B.



- C.  D.

6EL1/6EL3 P3 Q.6

**Task Name: Ordering Online (Multiple Choice) (Note and Message)**

**Task Content:** Chris and his mum are ordering a birthday cake online.

**Discriminating between Words with a Range of Vowel and Consonant Sounds**

- The majority of students were able to distinguish the vowels /ʊ/ and /ɪ/ from /əʊ/ and ending syllables /məʃ/, /mi/ from /ni/ when they heard ‘*Tony*’ /təʊni/.

1. Who is reading the news?

- A. Thomas So  
 B. Timmy So  
 C. Tommy So  
 D. Tony So

6EL1/6EL2 P1B Q.1

**Task Name: My Grandma (Poem)**

**Task Content:** Miss Chan is reading a poem called ‘My Grandma’.

**Identifying Rhymes**

- The majority of students could identify rhymes by noting identical ending syllables. In this item, they identified the ending syllable /ɒp/ of ‘stop’ and ‘shop’ as identical.
4. You will hear four words.  
Which word rhymes with ‘shop’?
- A. see
- B. do
- C. market
- D. stop

6EL2/6EL3 P2 Q.4

**Interpreting Similes**

- The majority of students could interpret similes in a spoken text. In this poem, they understood that the expression ‘*She moves like a snail*’ means that Grandma walks slowly.
2. ‘She moves like a snail’ means Grandma \_\_\_\_\_.
- A. walks slowly
- B. moves quickly
- C. likes summer
- D. likes snails

6EL2/6EL3 P2 Q.2

**Task Name: News and Weather Report (News Report and Weather Report)**

**Task Content:** Chris is listening to the news and weather report.

**Sequencing Events with the Help of Pictorial Cues Given as Options**

- Most students were able to identify the sequence of events in a short spoken text with the help of pictorial cues given as options. In this task, students could sequence the events of the accident which happened on a train platform.

4. The following pictures are about the accident.  
Put them in the correct order.



- A. 1 → 3 → 4 → 2
- B. 2 → 3 → 1 → 4
- C. 3 → 1 → 2 → 4
- D. 4 → 3 → 1 → 2

6EL1/6EL2 P1B Q.4

## Primary 6 Reading

### Design of Reading Papers

There are three reading sub-papers altogether, namely 6ERW1, 6ERW2 and 6ERW3. In the sub-papers, there are eight reading tasks:

Tasks	Text Types
A Travel Mug	Product Information
Seasons	Poem
10 <sup>th</sup> Anniversary Ceremony	Timetable
A Bad Dream	Play
Tina's Adventure	Back Cover
A Healthy Child	Newsletter Article
A Reserve Player	Story
A Terrible Holiday	Email

### Performance of Primary 6 Students Achieving Basic Competency in Reading Tasks

Students achieving basic competency were able to

- extract specific information
- grasp the gist
- sequence events with the help of pictorial cues given as options
- identify main ideas
- make inferences by interpreting implicit meaning
- understand the connection between ideas by identifying cohesive devices
- predict the likely development of the text

**Task Name: A Travel Mug (Product Information)**

**Task Content:** Jason is reading some information about a travel mug.

**Super Green**

**Travel Mug**

Winner of Hong Kong Products Award 2018

Looking for a present for Father's Day?  
This travel mug is your best choice!

**Product Information**

- ◇ comes in two sizes
- ◇ available in pink, blue, white and black
- ◇ made of extra-strong plastic and steel
- ◇ suitable for hot and cold drinks but not for cola or beer
- ◇ safe to wash in dishwasher
- ◇ 100% designed and made in Hong Kong

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• Times Square

Branch stores: Tsim Sha Tsui  
• Harbour City  
• Victoria Mall

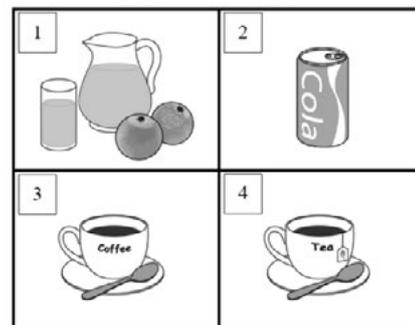
**Extracting Specific Information**

- The majority of students were able to identify all the four colours 'pink, blue, white and black' in the text referring to the colours of the mug. They also understood that 'Green' was part of the company name but not the colour of the mug.
1. The travel mug comes in \_\_\_\_\_ colours.
- A. two
- B. three
- C. four
- D. five

6ERW1/6ERW2 P1 Q.1

**Understanding the Connection between Ideas by Identifying Cohesive Devices**

- The majority of students were able to understand that the travel mug was suitable for hot and cold drinks, and they noticed it was not good for 'cola' by identifying 'but not'.
5. The travel mug is good for \_\_\_\_\_.



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

6ERW1/6ERW2 P1 Q.5

**Task Name: Seasons (Poem)**

**Task Content:** Jason is reading a poem about the seasons that his family like.

Mum likes to watch nature in spring, when flowers bloom and birds sing. Strong cold winds no longer blow, and the warm sun melts the snow.	1
But she hates the fog when she looks outside, it's so wet even <u>the walls will cry</u> .	5
Summer is Dad's favourite season. He loves it for only one reason. At the beach he can sunbathe and swim. In the water no one moves faster than him.	10
But oh! For many days rain may pour, and he hates hearing typhoons <u>roar</u> .	
Winter brings me the greatest cheer, as both Christmas and New Year <u>draw</u> near. I love to decorate the green pine tree, gifts and toys I can't wait to see.	15
But <u>brrr</u> , sometimes I almost freeze, when the temperature drops to 5 degrees.	

**Making Inferences by Interpreting Implicit Meaning**

- The majority of students were able to interpret the implicit meaning in the poem. Students could infer from the second stanza that Dad likes swimming in summer.

3. Read lines 7 – 12. Dad likes \_\_\_\_\_.

- A. running in the rain
- B. swimming
- C. walking in a typhoon
- D. drinking water

6ERW1/6ERW3 P2 Q.3

**Task Name: 10<sup>th</sup> Anniversary Ceremony (Timetable)**

**Task Content:** Jason is reading a timetable about his school's 10<sup>th</sup> anniversary ceremony.

<b>Kowloon Primary School 10<sup>th</sup> Anniversary Ceremony</b>		
Date: 9 November 2019		
Place: School Hall		
10:00 am	<b>Students take their seats</b>	
10:15 am	<b>Guests and parents take their seats</b>	
10:25 am	<b>Guest-of-Honour and Principal take their seats on stage</b>	
10:30 am	<b>Beginning of ceremony</b> ➤ <i>school song led by Miss Connie Chu (music teacher) and school choir</i>	
10:40 am	<b>Welcome speech by Principal</b> ➤ <i>Miss Jenny Ho</i>	
10:45 am	<b>Speech by Guest-of-Honour</b> ➤ <i>Dr Thomas Lee (Principal of Sha Tin Secondary School)</i>	
11:00 am	<b>Souvenir for Guest-of-Honour</b> ➤ <i>presented by Peter Wong (Head Prefect)</i>	
11:05 am	<b>Musical: <i>Alice and the Three Tigers</i></b> <i>(Winner of the 5<sup>th</sup> School Musical Festival)</i> ➤ <i>actors and singers: P.5 and P.6 students from Drama Club</i> ➤ <i>music: School Orchestra</i>	
11:30 am	<b>End of ceremony</b>	
12:15 pm	<b>Buffet lunch</b> ➤ <i>for guests, parents, Principal and teachers</i>	

**Extracting Specific Information**

- The majority of students were able to identify the correct information '10:30 am *Beginning of ceremony*' in the text referring to the start time of the ceremony.
2. When will the ceremony start?
- A. 10:00 am
- B. 10:30 am
- C. 11:00 am
- D. 11:30 am

6ERW1/6ERW3 P3 Q.2

**Task Name: A Bad Dream (Play)**

**Task Content:** Gigi was playing on her smartphone while studying. During her study, she fell asleep and had a bad dream about her test.

Characters

Gigi: Primary 6 student  
Mum: Gigi's mother  
Mr Wong: Gigi's teacher

*[Gigi is playing on her smartphone at her desk. Mum comes into the room.]* 1  
Mum: Gigi, stop playing on your smartphone! You have a test tomorrow.  
Gigi: Mum, let me play some more.  
Mum: Which test is it tomorrow? Chinese or Maths? 5  
Gigi: English. I have to spell animal names.  
Mum: Let's practise. Spell 'crocodile'. *[silence]*  
'Eagle'? *[silence]*  
'Sheep'?  
Gigi: S-L-E-E-P. 10  
Mum: Oh no, you'll fail!  
Gigi: Okay, leave me alone. Let me study quietly.  
*[Mum leaves the room. Gigi plays on her smartphone again. Then she falls asleep.]*  
*[The room turns blue. Mr Wong comes in.]* 15  
Mr Wong: Good morning, class.  
Gigi: Good morning, Mr Wong.  
Mr Wong: The test starts now. Here's the question paper. There are some animal pictures on the left. Write their names in the spaces on the right. 20

*[Gigi starts writing. After some time, she hands in her paper.]* 1  
Mr Wong: What? You can only spell 'pig'? I must punish you!  
Gigi: Don't punish me and please don't tell my mum! She'll take my smartphone away!  
Mr Wong: I'll make you feed the pigs and clean their cages! 5  
Gigi: No, they're dirty and smelly!  
*[Mr Wong and Gigi hear 'snort']*  
Mr Wong: Ha ha! They're hungry. Follow me!  
*[He runs out of the room.]*  
Gigi: No, Mr Wong. I'll work hard! 10  
*[The blue light disappears. Gigi wakes up. Mum comes in.]*  
Mum: What happened?  
Gigi: I had a bad dream  
Mum: You were sleeping? It's ten past nine already!  
Gigi: It's okay. There's still time to study. I promise I'll pass the test, Mum. 15  
Mum: Good girl!  
*[Mum leaves the room.]* 20

**Identifying Main Ideas**

- The majority of students were able to identify the main idea of the given part as Gigi did not focus on her study and she was lazy.
4. Read lines 1 – 14. It tells us that Gigi \_\_\_\_\_.
- A. loves animals
- B. works hard before tests
- C. is a lazy girl
- D. likes to study quietly

6ERW1 P4 Q.4

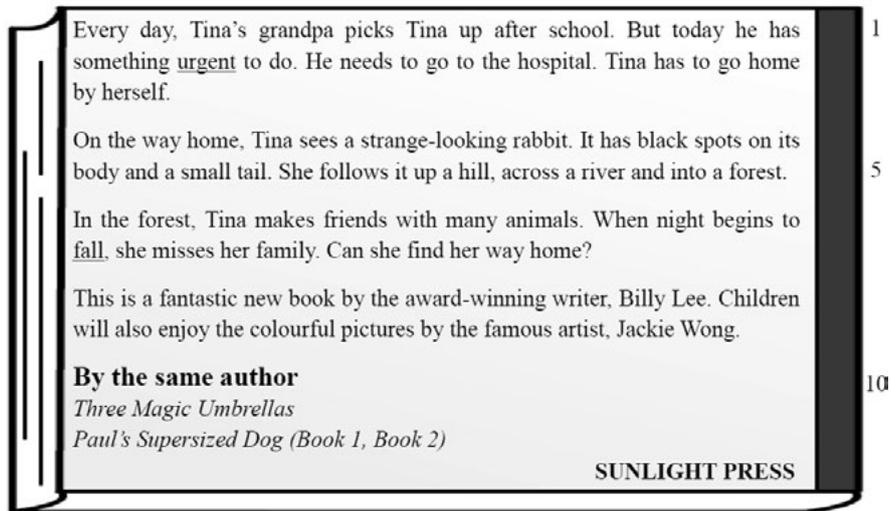
**Grasping the Gist**

- The majority of students were able to skim for the gist of the play. They knew that the dream was about things happened in Gigi's test.
10. Gigi's dream is about \_\_\_\_\_.
- A. her test
- B. her favourite animal
- C. her smartphone
- D. her mum

6ERW1 P4 Q.10

**Task Name: Tina's Adventure (Back Cover)**

**Task Content:** Jason is reading the back cover of a story book and it is about Tina who got lost after school.

**Sequencing Events with the Help of Pictorial Cues Given as Options**

- 6ERW2 Part 2 Q.4 involved sequencing the events of Tina's journey in a forest with the help of pictorial clues given. This question was answered correctly by the majority of students.

4. Put the following pictures in the correct order.



- A. 4 → 1 → 2 → 3  
 B. 1 → 4 → 3 → 2  
 C. 1 → 3 → 2 → 4  
 D. 3 → 1 → 2 → 4

6ERW2 P2 Q.4

**Task Name: A Healthy Child (Newsletter Article)**

**Task Content:** Jason is reading an article about a healthy girl called Molly in the school newsletter.

*Stay Healthy* *January 2019*

### Meet Molly Chan – Our Healthy Child of the Month



Molly Chan from 6D is 12 years old. She is a healthy girl.

Molly's Food  
Molly eats little meat, but lots of vegetables and fruit. Instead of chocolates and sweets, she likes fruit as a snack. She also loves milk and cheese.

Molly's Activities  
Molly likes all kinds of sports such as cycling, running and badminton. These activities make her strong. She joins different sports teams at school because she enjoys doing exercise with her friends. Molly even goes out in bad weather. Splash! She thinks it is fun to run and jump in the rain.



Other Habits  
Molly does not spend too much time watching TV or using a computer. When she uses a computer, she sits straight and not too close to the screen. After 30 minutes, she gets up and does some exercise.



**Predicting the Likely Development of the Text**

- Most students were able to follow the development of the text. They could predict Molly would be healthy and strong in future by reading her healthy daily life and habits.

6. Which picture could show Molly when she is 15 years old?



- A.       B.



- C.       D.

6ERW2 P3 Q.6

**Task Name: A Reserve Player (Story)**

**Task Content:** James practised hard in a basketball team but he was seldom chosen to play in matches. Although he could not play in a match, his teammates cheered him up.

Read the **first part** of the story. Answer Questions 1 – 5.

James and Billy played basketball in a team called the Tigers. Billy was the best player so the coach always chose him for the matches. James was never chosen but he always practised hard. 1

Once they had a match against the Dragons. In the practice before the match, James shot the ball into the basket many times. Billy told James that the coach would choose James for the match. James felt like he had got 100 marks in an exam. 5

However, James was not chosen. He felt bored because he could only sit and watch the match. The Dragons were very strong. At half-time, they had 56 points and the Tigers only had 40 points. 10

When the second half began, James was still not chosen. The Dragons kept playing well.

**Extracting Specific Information**

- Many students were able to identify Billy being always chosen by reading '*Billy was the best player so the coach always chose him for the matches.*'.

1. The coach always chose \_\_\_\_\_ for the matches.

- A. Billy  
 B. James  
 C. Tigers  
 D. Dragons

6ERW2/6ERW3 P4 Q.1

**Task Name: A Terrible Holiday (Email)**

**Task Content:** Susan's holiday in Osaka was not good because of the bad weather.

FROM: susan@tsaeaa.com  
 TO: jason@tsaeaa.com  
 SUBJECT: A terrible holiday in Japan

REPLY

Hi Jason,

Last Saturday, my parents and I flew to Japan for a holiday. We stayed in Tokyo and Nara for a few days. Then we came to Osaka.

There was a very big storm after we arrived here. The winds were very strong and the rain never stopped. Some streets looked like rivers. We only stayed in the hotel because it was dangerous to go out. 5

The next morning, we looked out of the window. All the shops were closed. The roofs of the houses were blown away. Many trees fell and some cars were damaged. 10

Although the weather is better now, the airport is still covered in water and the planes cannot take off. We want to return to Hong Kong immediately but we have to stay here for some more time. How sad!

Susan 15

**Understanding the Connection between Ideas by Identifying Cohesive Devices**

- The majority of students were able to connect 'here' with 'Osaka' and knew that the big storm hit Osaka but not anywhere else.
1. The big storm was in \_\_\_\_\_.
- A. Nara
  - B. Tokyo
  - C. Osaka
  - D. Hong Kong

6ERW3 P1 Q.1

**Primary 6 Writing****Design of Writing Papers**

Tasks	Text Types
Jason's Wish	Story
My Favourite Place	Personal Description

**Performance of Primary 6 Students Achieving Basic Competency in Writing Tasks**

Students were required to complete one writing task in about 80 words. Students generally understood the task requirements for 'Jason's Wish' but not 'My Favourite Place'. In terms of content, students were able to provide a factual account of the story based on the pictures with some details for 'Jason's Wish'. However, some students misinterpreted the task requirements for 'My Favourite Place'. They wrote personal recounts for their day trips instead of introducing one of their favourite places to readers. In terms of language, students were able to use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately, with some grammatical and spelling mistakes in both writing tasks.

**Jason's Wish (6ERW1 / 6ERW2 Part 5)**

In this writing task, students were asked to write a story about whether Jason could have a reward from Dad when he showed Dad his good exam results based on the given pictures and guiding questions.

**Part 5**  
*Jason worked hard for the exam and he showed Dad his exam results.*  
 Write a story about Jason.  
 Use the following pictures and ideas to write the story in about 80 words.

5 ?

- In Picture 1, how did Jason behave in lessons?
- In Picture 2, how did Jason prepare for the exam at home?
- What did Dad say when Jason showed him his exam results?
- What did Jason want from Dad?
- Did Dad make Jason's wish come true? Why / Why not?
- What happened in the end?

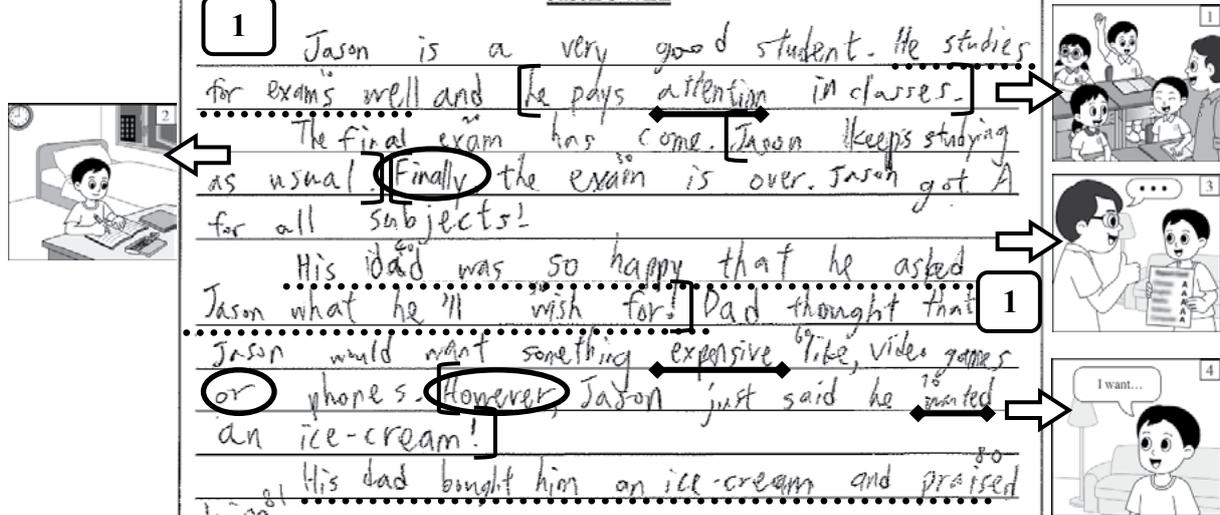
## Student Exemplar 1

**Jason's Wish**

**1** Jason is a very good student. He studies for exams well and he pays attention in classes. The final exam has come. Jason keeps studying as usual. Finally the exam is over. Jason got A for all subjects!

His dad was so happy that he asked Jason what he'll wish for! Dad thought that Jason would want something expensive like video games or phones. However, Jason just said he wanted an ice-cream!

His dad bought him an ice-cream and praised him.


**Content:**

- 1** Provides a factual account of the story with some details

**Language:**

- ◆◆ Uses a limited range of vocabulary with some spelling mistakes: *attention, expensive, wated (wanted)*
- ◆◆◆ Uses a limited range of sentence patterns with some grammatical mistakes:
  - He studies for his exam well...*
  - His dad was so happy that he asked Jason what he'll wish for.*
  - His dad bought him an ice-cream and praised him.*
- Uses a limited range of cohesive devices: *Finally, or, However*

## Student Exemplar 2

Jason's Wish

1 Jason is a hardwoking student. [He always answers the question in lessons] [He worked hard for his exam hard until 9:00 p.m.]

Today Jason's school gave exam's result. His father gave him the thumbs up and said, "Good job! What do you want?" [Jason said he wants a toy car that he saw after school]

1 In the end, his dad bought him the toy car.




**Content:**

- 1 Provides some brief ideas only  
Communicates ideas quite clearly

**Language:**

- ◆ Uses a limited range of vocabulary with some spelling mistakes: *hardwoking* (*hardworking*), *Good job*, *toy car*
- Uses a limited range of sentence patterns with some grammatical mistakes:  
*Today Jason's school gave exam's result.*  
*Jason said he wants a toy car that he saw after school.*
- Uses a limited range of cohesive devices: *until*, *In the end*

**My Favourite Place (6ERW3 Part 5)**

In this writing task, students were asked to write about their favourite places with the help of prompts.

**Part 5**

*You are going to write an article for the school magazine about your favourite place. Write about 80 words. Write about ONE place only. You may use your own ideas or the following questions and pictures for your article.*







## Student Exemplar 3

My Favourite Place

Name and/or Location: My favourite place is in the classroom. I like this place because we can meet new friends and play with them whenever we want to. I go there with my classmate everyday from Monday to Friday.

Reasons: I like this place because we can meet new friends and play with them whenever we want to.

People going together: I go there with my classmate everyday from Monday to Friday.

Transportation: I get there by bus.

Do/See: I see teachers, classmates, walls, computer, projector, monitor and light in the classroom. I can learn, play and talk in the classroom. I can talk with the teacher with my classmate whenever there is a chaos in the classroom. I can also learn new knowledge in the classroom.

1

**Content:**

1 Provides some relevant ideas with few supporting details

**Language:**

◆◆◆◆ Uses a limited range of vocabulary with some spelling mistakes:

*meet, classmate, walls, moniter (monitor), knowledge*

..... Uses a limited range of sentence patterns with some grammatical mistakes:

*My favourite place is in the classroom.*

*I get there by bus.*

*I can tell with the teacher whenever there is a chaos in the classroom.*

○ Uses a limited range of cohesive devices: *because, whenever, also*

## Student Exemplar 4

My Favourite Place

Name and/or Location ← [My favourite place is Ocean Park.] [I always go there by bus.] In there, I can see pandas, fish and turtles. We can play, eating or shopping there.] [I go there with my dad, mum and my brother] they always come too.

Transportation

Do/See

People going together

1 These place is popular. Every day, a lot of people go there, the view there is beautiful too. [I like this place because there have a lot of fun and always make me feel happy.]

Reasons

**Content:**

- 1 Provides some relevant ideas with few supporting details

**Language:**

- ↔ Uses a limited range of vocabulary with some spelling mistakes: *eating* (*eating*), *popular*, *view*
- Uses a limited range of sentence patterns with some grammatical mistakes:  
*I always go there by bus.*  
*These place is popular.*  
*...there have a lot of fun...*
- Uses a limited range of cohesive devices: *or*, *too*, *because*

## Primary 6 Speaking

Depending on the size of the school, a sample of either 12 or 24 students were randomly selected to participate in the speaking assessment. No attempt was made to report the results of individual 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 of students can be found in the ‘General Comments on P.6 Student Performances’ Section.

## ***Good Performance of Primary 6 Students in 2019***

### Primary 6 Listening

#### *Good performance in Listening Tasks*

Students with good performance were able to

- extract specific information
- understand the connection between ideas by identifying pronoun references
- listen for gist
- identify the sequence of events
- predict the likely development of the text

For task contents, please refer to ‘*Performance of Primary 6 Students Achieving Basic Competency in Listening Tasks*’ Section.

#### *Extracting Specific Information*

- Students with good performance were able to extract more than one piece of information from a spoken text. They understood that Davis designed ‘new’ buttons for the trousers when hearing ‘*A tailor called Davis bought the same cloth to make trousers. But he also designed special metal buttons for them.*’ in the story.
4. Davis designed \_\_\_\_\_ for the trousers.
- A. a new kind of cloth
  - B. a hard material
  - C. special pockets
  - D. new buttons
- 6EL1/6EL3 P3 Q.4

#### *Understanding the Connection between Ideas by Identifying Pronoun References*

- Students with good performance were able to connect ideas by identifying the pronoun references in a spoken text. They connected ‘that’ in ‘*But my brother doesn’t like that*’ with ‘*listening to Korean pop songs*’ in the previous sentence.
2. When Maria says ‘But my brother doesn’t like that’, she is talking about \_\_\_\_\_.
- A. doing homework
  - B. chatting with friends
  - C. watching Japanese cartoons
  - D. listening to Korean pop songs
- 6EL3 P1B Q.2

**Listening for Gist**

- Good performing students could grasp the gist of a poem. They were able to identify that the writer would feel sad if her grandma left her when hearing 'No one in the world can compare with you. If you left me, Grandma what would I do?'

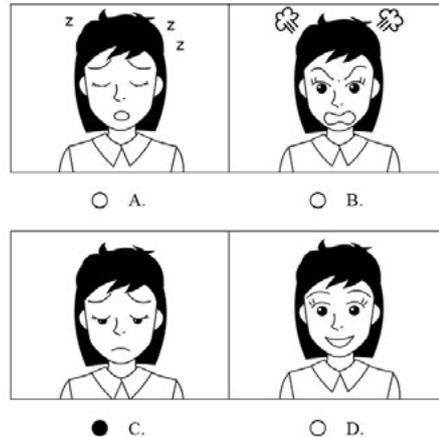
**Identifying the Sequence of Events**

- Good performing students were able to identify the sequence of events in an extended spoken text. They were able to put several activities of two students doing a survey in the correct order.

**Predicting the Likely Development of the Text**

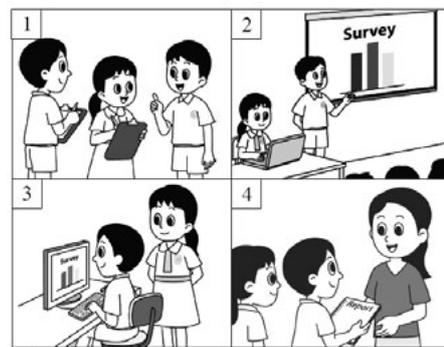
- Capable students could predict that people will wear warm clothes tomorrow by interpreting 'cold winds' and 'drop to about 10 degrees' as signs of cold weather.

6. How does the writer feel?



6EL2/6EL3 P2 Q.6

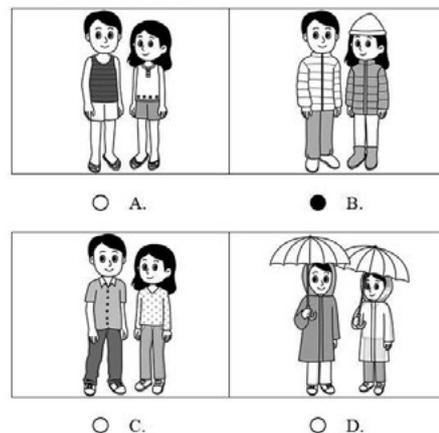
10. The following pictures are about the conversation. Put them in the correct order.



- A. 1 → 3 → 2 → 4
- B. 1 → 3 → 4 → 2
- C. 2 → 1 → 3 → 4
- D. 4 → 3 → 1 → 2

6EL2 P3 Q.10

6. What do you think people will wear tomorrow?



6EL1/6EL2 P1B Q.6

## Primary 6 Reading

### Good Performance in Reading Tasks

Students with good performance were able to correctly answer questions requiring them to

- understand the use of onomatopoeia
- work out the meaning of unfamiliar vocabulary
- obtain information from the book covers
- understand parts of speech and use dictionary skills
- interpret similes on familiar topics

For task contents, please refer to ‘Performance of Primary 6 Students Achieving Basic Competency in Reading Tasks’ Section.

### Understanding the Use of Onomatopoeia

- Students with good performance understood that ‘brr’ was the sound Jason made when feeling cold in the poem by referring to the contextual clues ‘I almost freeze’ and ‘temperature drops to 5 degrees’.

6. In line 17, ‘brrr’ is the sound of someone feeling \_\_\_\_\_.
- A. angry
- B. excited
- C. cold
- D. bored

6ERW1/6ERW3 P2 Q.6

### Interpreting the Meaning of Unfamiliar Vocabulary

- Students who performed well were capable of interpreting the meaning of the unfamiliar word ‘Orchestra’ as a group of people who play music by using contextual clues ‘music’ given in the timetable.

5. An orchestra is a group of people who \_\_\_\_\_.
- A. prepare food
- B. act in a musical
- C. play music
- D. sing songs

6ERW1/6ERW3 P3 Q.5

### Obtaining Information from the Back Cover

- Students with good performance were able to locate the correct information ‘Billy Lee’ as the author of the book by referring to ‘the award-winning writer’ on the back cover of the book.

5. Who is the author of the book?
- A. Tina Wong
- B. Jackie Wong
- C. Billy Lee
- D. Paul Lee

6ERW2 P2 Q.5

**Understanding Parts of Speech and Using Dictionary Skills**

- Capable students were able to find the meaning of words using definitions, parts of speech and examples from a dictionary entry. In this question, they knew that 'fall' meant 'to come' in the back cover and realised that it is used as a verb.

3. Read line 7. What does 'fall' mean?

<b>fall</b>	/fɔ:l/
verb	
1. to come	◇ Mum's birthday will fall on a Wednesday in 2019.
2. to move to a lower place	◇ Be careful! Don't fall into the hole.
noun	
3. autumn the season	◇ I'm going on a picnic in the fall.
4. the act of dropping onto the ground	◇ He hurt himself in a fall.

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

6ERW2 P2 Q.3

**Interpreting Similes on Familiar Topics**

- Students who performed well were able to interpret the meaning of 'James felt like he had got 100 marks in an exam.' that James was very happy and thought he would be chosen for the match.

3. Read lines 6 – 7. 'James felt like he had got 100 marks in an exam.' It means James thought that he \_\_\_\_\_.

- A. did well in an exam
- B. played better than the Dragons
- C. would be chosen for the match
- D. would win the match

6ERW2/6ERW3 P4 Q.3

**Primary 6 Writing**

For 'Jason's Wish', students with good writing skills were able to provide interesting ideas with plenty of supporting details and an appropriate ending. They were able to communicate their ideas effectively, clearly and coherently. For 'My Favourite Place', students were able to provide relevant ideas with supporting details and an appropriate concluding remark. The ideas were clearly presented and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes.

**Jason's Wish (6ERW1 / 6ERW2 Part 5)**

**Student Exemplar 5**

Jason's Wish

1 "Good job, Jason! You've got another question answered correctly," praised Mr. Robinson, the English teacher. In the English lesson of class 6A, everyone **but** Jason was chit-chatting, daydreaming, and not paying attention to the teacher. And as exams were coming soon, he paid extra attention in class and revises dilligently without anyone reminding him in order to fulfill his wish.

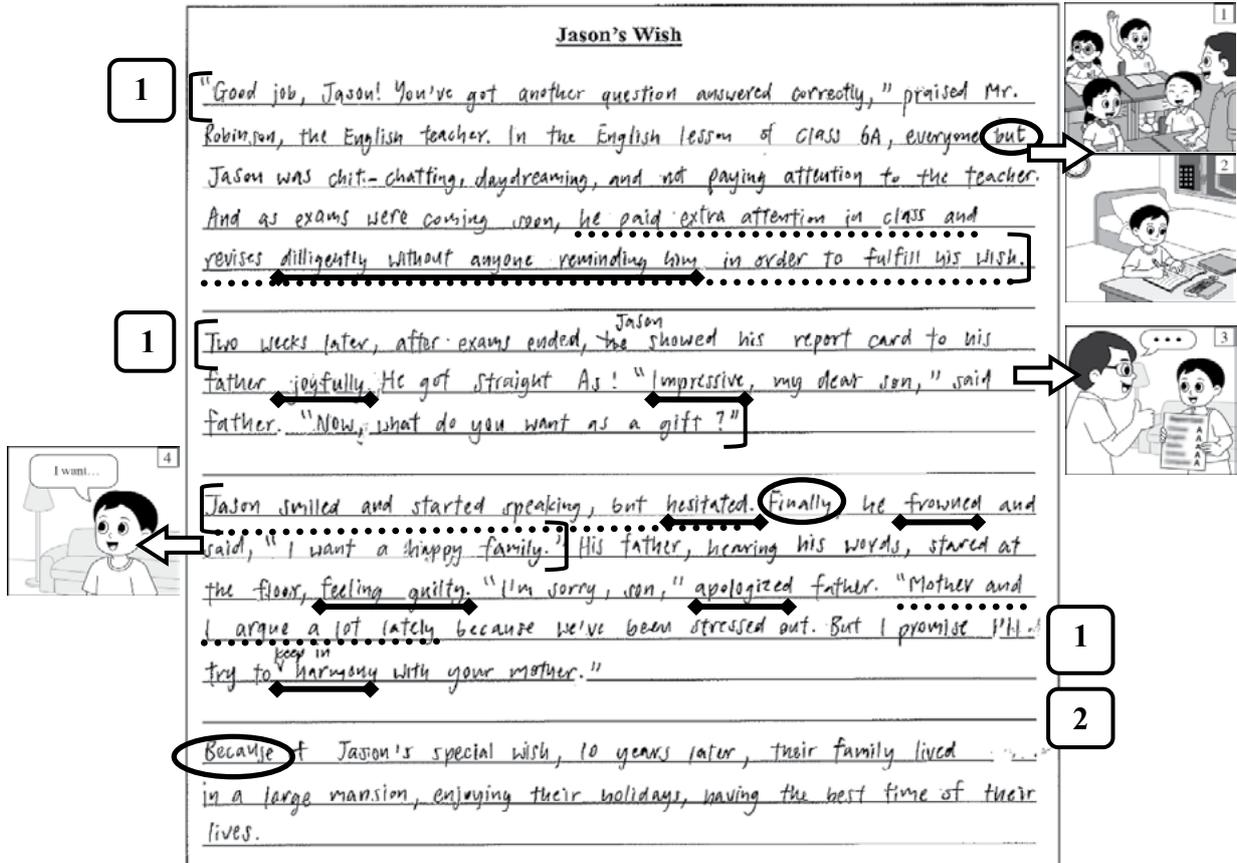
1 Two weeks later, after exams ended, <sup>Jason</sup> he showed his report card to his father joyfully. He got straight As! "Impressive, my dear son," said father. "Now, what do you want as a gift?"

4 I want... Jason smiled and started speaking, but hesitated. **Finally** he frowned and said, "I want a happy family." His father, hearing his words, stared at the floor, feeling guilty. "I'm sorry, son," apologized father. "Mother and I argue a lot lately because we've been stressed out. But I promise I'll try to <sup>keep in</sup> harmony with your mother."

1

2

**Because** of Jason's special wish, 10 years later, their family lived in a large mansion, enjoying their holidays, having the best time of their lives.



**Content:**

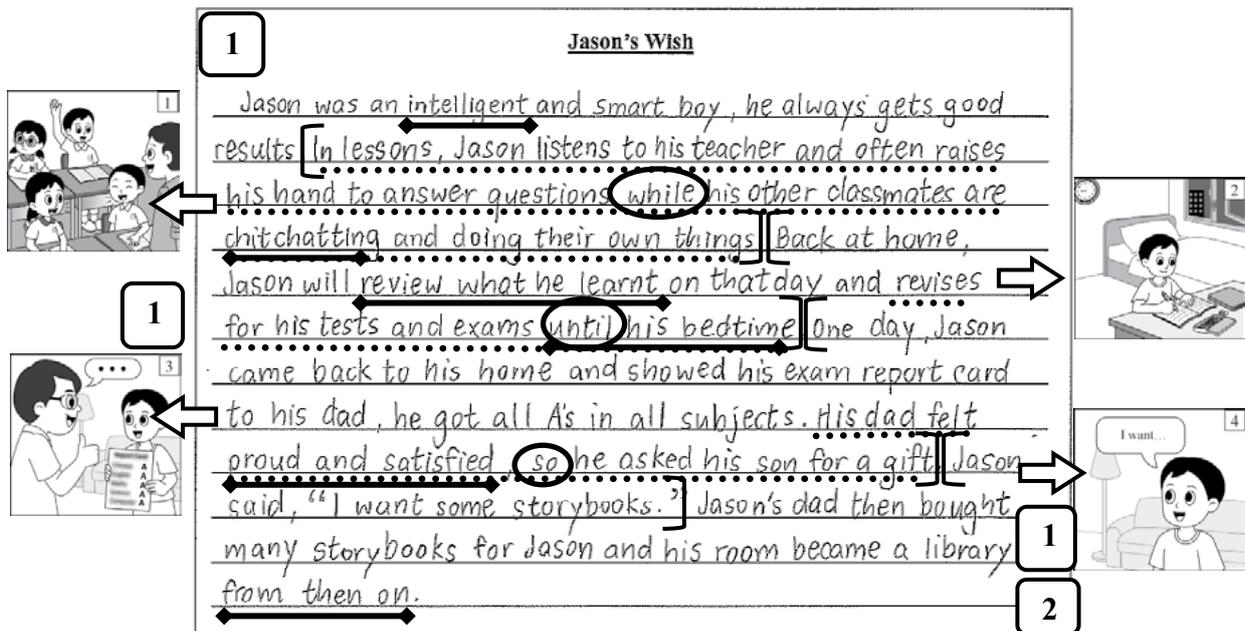
- 1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently
- 2 An appropriate ending

**Language:**

- ◆ Uses a small range of vocabulary and expressions with few spelling mistakes : *dilligently (diligently) without anyone reminding him, joyfully, impressive, hesitated, frowned, feeling guilty, apologized, keep in harmony*
- .... Uses a small range of sentence patterns:
  - ...he paid extra attention in class and revises dilligently without anyone reminding him in order to fulfill his wish.
  - Jason smiled and started speaking, but hesitated.
  - Mother and I argue a lot lately...
- Uses a small range of cohesive devices: *but, Finally, because*

Student Exemplar 6

**1** Jason's Wish



Jason was an intelligent and smart boy, he always gets good results. In lessons, Jason listens to his teacher and often raises his hand to answer questions while his other classmates are chitchatting and doing their own things. Back at home, Jason will review what he learnt on that day and revises for his tests and exams until his bedtime. One day, Jason came back to his home and showed his exam report card to his dad, he got all A's in all subjects. His dad felt proud and satisfied, so he asked his son for a gift. Jason said, "I want some storybooks." Jason's dad then bought many storybooks for Jason and his room became a library from then on.

**Content:**

- 1** Provides a factual account of the story with some details and communicates ideas clearly and coherently
- 2** An appropriate ending

**Language:**

- ◆ Uses a small range of vocabulary and expressions: *intelligent, chitchatting, review what he learnt, until his bedtime, proud and satisfied, from then on*
- Uses a small range of sentence patterns with some grammatical mistakes:
  - In lessons, Jason listens to his teacher and often raises his hand to answer questions while his other classmates are chitchatting and doing their own things.*
  - ...revises for his tests and exams until his bedtime.*
  - His dad felt proud and satisfied, so he asked his son for a gift.*
- Uses a small range of cohesive devices: *while, until, so*

**My Favourite Place (6ERW3 Part 5)**

**Student Exemplar 7**

My Favourite Place

Name and/or Location → [Although I have many favourite places, I will say that I like Disneyland the best.]

1 I will wake up early and get ready early because the earlier you go the more rides you get to play. I will meet my friends at the MTR station. Then we would take the Disneyland Resort line to go to Disneyland. Before we get in we always buy Minnie or Mickey mouse ears. → People going

1 We put them on and get our tickets. Then we put our tickets through a machine and we get in Disneyland the most magical place on Earth. We go on a lot of rides such as It's a Small World and The Flying Dumbo. We enjoy eating the food there. We also enjoy watching the parade. They have all my favourite Disney characters in the parade. → Do/See

Reasons → [I like Disneyland because not only can you play the amazing rides and eat the wonderful food but also watch the magical parade.]

2

**Content:**

- 1 Provides interesting ideas with plenty of supporting details and communicates ideas very clearly and coherently
- 2 A concluding remark

**Language:**

- ◆◆ Uses a small range of vocabulary and expressions: *magical place, enjoy, parade, characters, amazing, wonderful*
- ◆◆◆◆ Uses a small range of sentence patterns:
  - Although I have many favourite places, I will say that I like Disneyland the best.*
  - ...the earlier you go the more rides you get to play.*
  - ...put our tickets through a machine and we get in Disneyland the most magical place on Earth.*
- Uses a small range of cohesive devices: *Although, because, not only...but also*

## Student Exemplar 8

My Favourite Place

My favourite place is Ocean Park.  
 Ocean Park is located in the south district.  
 I really like this place because it has  
 a lot of marine animals that you can  
 visit and take pictures at. There are  
 also a lot of rides for children and adults.  
 Some of the rides are slow, but some  
 of the rides are really scary and fast.  
 It's also really convenient to go there. You  
 can take the MTR to Ocean Park station.  
 My Grandpa really likes to bring me  
 and my cousins to there because he has  
 a cheaper ticket price and likes to hang  
 out with us.  
 Ocean Park is my favourite place and  
 it is really good to go there.

Annotations:

- Name and/or Location: [My favourite place is Ocean Park.]
- Reasons: [I really like this place because it has a lot of marine animals that you can visit and take pictures at.]
- Do/See: [There are also a lot of rides for children and adults.]
- Transportation: [You can take the MTR to Ocean Park station.]
- People going together: [My Grandpa really likes to bring me and my cousins to there because he has a cheaper ticket price and likes to hang out with us.]
- 1: [Ocean Park is my favourite place and it is really good to go there.]

**Content:**

- 1 Provides mostly relevant ideas with supporting details and communicates ideas clearly and coherently
- 2 A concluding remark

**Language:**

- ◆ Uses a small range of vocabulary and expressions: *located, marine animals, rides, adults, scary, convenient*
- Uses a small range of sentence patterns with some grammatical mistakes:
  - ...it has a lot of marine animals that you can visit and take pictures at.*
  - It's also really convenient to go there.*
  - ...because he has a cheaper ticket price and likes to hang out with us.*
- Uses a small range of cohesive devices: *because, that, also, and*

## Primary 6 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 very few mistakes in pronunciation. They could also use appropriate pausing and intonation when reading the text aloud.

### Teacher-Student Interaction

- Students with good speaking skills provided relevant responses to most of the questions with supporting details. They were capable of using a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.

### Presentation

- Students with good performance provided plenty of information and expressed ideas that were relevant to the topic. They were able to communicate ideas very clearly with few mistakes in pronunciation. They used a small range of vocabulary, varied sentence patterns and cohesive devices with few grammatical errors. They showed an awareness of their audience by maintaining eye contact with the oral examiners.

## **General Comments on Primary 6 Student Performances**

### **Primary 6 Listening**

- The performance of students in listening this year was similar to that in previous years.
- The listening performance of students on familiar topics was generally good.
- As in previous years, most students performed satisfactorily in skills like extracting straightforward information, understanding the connection between ideas by identifying cohesive devices and interpreting intonation presented with explicit expression. The majority of students performed well in identifying rhymes by noting identical ending syllables and identifying similes in spoken texts.
- In previous years, students generally performed better in shorter listening tasks with a lighter listening load than that in longer ones. This year, students' performance in longer listening tasks, e.g. 'Story of Jeans' and 'A Healthy Life', was on the whole better than that in some of the shorter tasks, e.g. 'News and Weather Reports' and 'Things to Do on the Internet' (as personal description). This could be attributed to the fact that students were more familiar with the topics of longer tasks than those of shorter tasks. However, some students had more difficulty in sequencing events in longer listening tasks than that in shorter ones.
- As in previous years, some students had difficulty in identifying main ideas involving multiple pieces of information in a spoken text.
- In the note-taking task, some students were unable to distinguish between '6', '60' and '16' in street references.

### **Primary 6 Reading**

- Students generally performed better in tasks where the reading load was light, e.g. product information or a newsletter.
- The majority of students were able to extract specific information from the texts when the key words were explicitly stated.
- Students were generally able to understand the connection between ideas by identifying cohesive devices. However, some of them were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories.
- With the help of pictorial cues, many students were capable of sequencing the events of the texts correctly.
- Many students were capable of comprehending the poem about a familiar topic, i.e. seasons. They could also interpret implied meaning in the poem if it required relatively straightforward inferencing.

- Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning of unfamiliar words even though the contextual clues were provided.
- As in the previous years, quite a number of students were not able to find the correct meanings of words by using definition and examples from a dictionary entry. Their dictionary skills could be enhanced and strengthened. Moreover, many students had difficulty distinguishing between basic parts of speech, e.g. the difference between a noun and a verb.
- This year, quite a number of students had difficulty understanding the use of similes and onomatopoeia although the contextual clues were given.

## Primary 6 Writing

- In general, students performed slightly better with a narrative 'Jason's Wish' rather than a personal description '*My Favourite Place*'.
- For both topics, most students were able to write about 80 words based on the prompts provided. For '*Jason's Wish*', while it was stated in the rubric that students were expected to write about 80 words, they were not required to evenly distribute the number of words written to the five pictures given. Less able students, for example, focused more on the first four pictures when they described more factually what they saw in them and followed such description by a simple ending as required by the last picture with a question mark. More able students however described the four pictures more briefly and left more words for elaborating on a creative ending.

### Jason's Wish

- Students were able to provide relevant content and could describe a series of given pictures with some supporting details. However, some students lacked appropriate vocabulary and made grammatical mistakes that confused the readers, e.g. '*He saw, all got A. He very gold.*' Capable students were able to put dialogues in their writing to enrich the content, e.g. '*Jason saw an enormous box on his desk. "Wow! What is this?" Jason opened it and shouted, "It's a robot! The robot that I want!"*.'
- Most students could use simple cohesive devices to make their writing more coherent, e.g. '*when*', '*because*', '*but*', '*At the end*'. Students with better writing skills could develop well-organised paragraphs and provided additional details for their ideas.
- Many students had problems in grammar, spelling and sentence structures. Simple past tense was not used consistently to describe past events. They used different verb forms, e.g. '*At home, Jason prepared a lot because tomorrow is the exam! He write some grammer and words. He is very hard-working.*' Some students failed to use to-infinitive correctly, e.g. '*to bought*', '*to gave*'. Students, in many instances, misspelt common

words such as, *'seaneon (second)'*, *'Well down (done)'*, *'give (gift)'*, *'teather (teacher)'*. Literal translation from Chinese was still common in some students' writing, e.g. *'He was listened teacher said tomerrow exam.'*, *'If you exam all get A, I can buy.'*

- A few students just copied the rubric and question prompts of the task *'Jason worked hard for the exam and he showed Dad his exam results'*, *'Jason behave in lessons'*, *'Jason prepare for the exam at home'* without any elaboration. They were not awarded any marks.

### **My Favourite Place**

- This task was provided with prompts and set in a simple and familiar context. Many students were able to give elaboration on the prompts provided. Some capable students could introduce their favourite places with interesting ideas and detailed information, e.g. *'My favourite place is Superpark in Tai Kok Tsui...I can have fun with zipline, or play basketball or even skateboard there.'*
- Some students failed to read the rubric carefully and misinterpreted the task requirements. Instead of writing about one of their favourite places, they wrote a personal recount of a day trip without mentioning the name of the place, e.g. a student wrote about going shopping with family in a mall and did different activities there. However, readers could not find any hints in the writing that the mall was his/her favourite place. Some students thought that they had to write four different places due to the four pictorial clues provided. Some students mixed up my favourite place with my favourite activity, e.g. *'My favourite place is go hiking.'*
- Many students were able to use a limited range of vocabulary, sentence patterns and verb forms appropriately but with some grammatical and spelling mistakes, e.g. *'There was so big and I went there every weekend.'*, *'And there has some parks can let us to have fun.'* Less able students made many mistakes in spelling and grammar at times hindered comprehension, e.g. *'There don't very hat in sammer.'*, *'My fvourite Place is go to BBQ because I like BBQ to eat.'*

## Primary 6 Speaking

### Reading Aloud

- Many students were able to read the texts aloud clearly but with a few mistakes in pronunciation. Some of them had difficulty pronouncing words like ‘prepare’ (6ES01), ‘200-metre’, ‘event’ (6ES03), ‘medicine’ (6ES09).
- Some students dropped end consonants in words, e.g. ‘races’ (6ES03), ‘picnic’ and ‘sandwiches’ (6ES11).

### Teacher-Student Interaction

- More than half of the students provided relevant answers to most of the questions. Some could even provide additional details on familiar topics, such as *Lunchtime at School* (6ES01) which was about what they could do after lunch at school. They were able to share their lunchtime activities at school.
- Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes.
- Some students found the topic *Going Hiking* (6ES11) difficult because they lacked experiences in doing the activity. Therefore, they had problem in answering or providing elaboration on the oral examiner’s questions during the teacher-student interaction.

### Presentation

- In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story.
- More than half of them spoke quite clearly and were able to provide appropriate responses to questions despite a few mistakes in pronunciation.
- Many students used a small range of vocabulary and sentence patterns with some grammatical mistakes.
- Most students made attempts to display an awareness of their audience using appropriate eye contact with the oral examiners.
- A sub-paper *A Typhoon Day* (6ES04) was challenging for some students. They had difficulty telling a story about what happened on a typhoon day even though the pictures and guiding questions were provided.

## ***Overview of Primary 6 Student Performances in English Language in 2015-2019***

The percentage of students achieving Basic Competency in 2015, 2017 and 2019 is provided in Table 7.19. Table 7.20 summarises the comparison.

**Table 7.19 Percentage of Students Achieving English Language Basic Competency in 2015-2019\***

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2015	72.0
2017	72.3
2019	72.8

Note: \* As school participation in the 2016 and 2018 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

Table 7.20 Overview of P.6 Student Performances in English Language in 2015-2019

Year Reading	2015	2017	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students generally performed better in non-continuous prose with a lighter reading load, e.g. 'Mid-Autumn Festival 2015' and 'TV Guide' than continuous prose with a heavier reading load, e.g. 'An Email to a Pen-friend'.</li> <li>Many students could grasp main ideas and extract simple facts from informational texts, e.g. timetables. Many students could interpret similes on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally performed better if pictorial cues were given as options.</li> <li>Students were able to understand the use of similes and onomatopoeia by referring to the contextual clues or pictorial cues.</li> <li>Students were able to understand the connection between ideas by using pronoun references and identifying cohesive devices.</li> <li>Many students were able to extract specific information from informational texts, e.g. posters and advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>Students generally performed better in tasks where the reading load was light.</li> <li>Students were able to extract specific information from the texts when the key words were explicitly stated.</li> <li>Students were able to understand the connection between ideas by identifying cohesive devices.</li> <li>With the help of pictorial cues, students were capable of sequencing the events of the texts correctly.</li> <li>The majority of students were capable of comprehending the poem on a familiar topic.</li> </ul>	<ul style="list-style-type: none"> <li>When comprehending the reading texts, students should read the whole text to understand the overall gist in addition to scanning the text for locating the correct answers.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Some students could not work out the meaning of unfamiliar words by using contextual clues.</li> <li>Weaker students could not find the meaning of words by using definitions and examples from a dictionary entry. They had difficulty identifying basic parts of speech although examples were provided. Their dictionary skills need development.</li> <li>Most students were not able to infer information from contextual clues in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories.</li> <li>Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided.</li> <li>Skimming for gist of a poster was quite challenging for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were still weak in connecting pieces of information from different parts of the story.</li> <li>Some students were not able to find the correct meanings of words by using definition and examples from a dictionary entry. They also had difficulty distinguishing between a noun and a verb.</li> <li>Quite a number of students had difficulty understanding the use of similes and onomatopoeia although the contextual clues were given.</li> </ul>	

Year Writing	2015	2017	2019	Remarks
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>The performance of students in writing was stable compared to that of previous years.</li> <li>For both topics, quite a number of students could provide some relevant ideas with some details. They could use a limited range of vocabulary and sentence patterns to elaborate their ideas.</li> <li>Many of them could use simple cohesive devices to tie the ideas together more smoothly and clearly.</li> <li>Most students were eager to write and could write at least 80 words based on the prompts provided.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given.</li> <li>Quite a number of students were able to provide interesting ideas with supporting details in their writing if the topic was interesting to them, i.e. 'My Dream Home'.</li> <li>Capable students were able to provide interesting ideas and dialogues to enrich the content.</li> <li>The majority of students were able to use cohesive devices to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students performed slightly better in a narrative than a personal description of writing.</li> <li>Most students were able to write about 80 words based on the prompts provided.</li> <li>Many students were able to give elaboration on the prompts provided.</li> <li>Most students could use simple cohesive devices to make their writing more coherent.</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that students read the task instructions carefully before beginning to write and make sure that their ideas are relevant to the task requirements. Essays which are well written but off topics are not likely to achieve high score level.</li> <li>Students should allow time to proofread their work.</li> </ul>	
<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Inconsistent use of tenses was still very common.</li> <li>Incorrect use of verb forms, spelling mistakes and problematic sentence structures were easily found in students' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing.</li> <li>Inappropriate word choice and poor spelling were still common in students' writing.</li> <li>A few students just copied the rubric of the task without any elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Many students had problems in grammar, spelling and sentence structures. Simple past tense was not used consistently to describe past events.</li> <li>A few students just copied the rubric and question prompts of the task 'Jason's Wish'.</li> <li>Some students failed to read the rubric carefully and misinterpreted the task requirements for 'My Favourite Place'.</li> </ul>		

Year Listening	2015	2017	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>The performance of students in listening was stable compared to that of previous years.</li> <li>Students generally performed well in listening tasks on familiar topics.</li> <li>Students performed better in shorter tasks with a lighter listening load, e.g. 'Survey', 'Riddles' than longer ones, e.g. 'Green Day'.</li> <li>Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between intonations when the expression being explicitly presented, and identify rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>The performance of students in listening has been steady over the previous few years.</li> <li>Students generally performed satisfactorily in most skills including predicting the likely development of a text with pictures given as multiple choice options.</li> <li>Students generally performed better in shorter listening tasks with a lighter listening load, e.g. 'Phone Calls (Multiple Choice)' and 'How to spend time with family' than in longer ones, e.g. 'Leaving school'.</li> <li>Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between words with a range of consonant sounds, and discriminate between intonations when the expression being explicitly presented.</li> </ul>	<ul style="list-style-type: none"> <li>The listening performance of students on tasks of familiar topics was generally good.</li> <li>Most students performed satisfactorily in skills like extracting straightforward information, understanding the connection between ideas by identifying cohesive devices and interpreting intonation presented with explicit expression.</li> <li>Students' performance in listening longer tasks on familiar topics, e.g. 'Story of Jeans' and 'A Healthy Life' was on the whole better than that in some of the shorter tasks, e.g. 'News and Weather Reports' and 'Things to Do on the Internet' (as personal description).</li> </ul>	<ul style="list-style-type: none"> <li>Some of them need to improve spelling.</li> <li>Students were able to distinguish different tones of speakers.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Some students had difficulty in connecting ideas by identifying cohesive devices / contextual clues.</li> <li>Some students could not predict the likely development of a text.</li> <li>In the note-taking task, students performed better in writing numbers than writing words, even when the word was simple like 'bed'.</li> </ul>	<ul style="list-style-type: none"> <li>Some students had difficulty in connecting ideas using contextual clues.</li> <li>Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text.</li> <li>In the note-taking task 'Phone calls', students performed better in number writing than in word writing.</li> </ul>	<ul style="list-style-type: none"> <li>Some students had difficulty in identifying main ideas involving multiple pieces of information in a spoken text.</li> <li>Some students had more difficulty in sequencing events in longer listening tasks than that in shorter ones.</li> <li>In the note-taking task, some students were not able to distinguish between '6', '60' and '16' in street references.</li> </ul>	

Year Speaking	2015	2017	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• More than half of the students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. Some of them used appropriate pausing and intonation.</li> <li>• Students were generally able to provide relevant responses to the questions.</li> <li>• In 'Presentation', students were generally able to deliver a talk based on the prompts provided. Most of them were awarded a bonus score for having eye contact with the oral examiners.</li> <li>• Students with better performance could provide a range of ideas relevant to the topics and elaborate with some details.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students read the texts fluently and clearly despite a few mistakes in pronunciation.</li> <li>• Students were generally able to provide relevant answers to the questions. Some provided additional details on some familiar topics too.</li> <li>• Students with good speaking skills were able to provide a range of ideas relevant to the topics and elaborate with some details. They presented well-organised ideas clearly with few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Many students were able to read the texts aloud clearly.</li> <li>• More than half of the students provided relevant answers to most of the questions. Some could even provide additional details on familiar topics.</li> <li>• Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes.</li> <li>• In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story.</li> </ul>	<ul style="list-style-type: none"> <li>• During the assessment, students should raise their voices to read aloud the text or do their presentation so that oral examiners can hear them clearly.</li> <li>• To help improve fluency and expression of ideas, there is no substitute for frequent meaningful speaking practices in English with classmates and teachers.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Many students dropped end consonants and mispronounced the 'th' consonants.</li> <li>• They tended to have difficulty pronouncing words with three or more syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students were still not able to pronounce words with three or more syllables such as 'activities' and 'celebrate'.</li> <li>• Some students still dropped end consonants frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students dropped end consonants in words.</li> <li>• Some students found the topic 'Going Hiking' (GES11) difficult because they lacked experiences in doing the activity.</li> </ul>	