

# TSA 2025 Thematic Seminar

## Students' Overall Performance

To support eco-friendly initiatives, the HKEAA will not provide print copies of presentation handouts for this seminar. Please access the BCA website

[\(<https://www.bca.hkeaa.edu.hk/web/AL/TSA2025/TSA2025seminar.html>\)](https://www.bca.hkeaa.edu.hk/web/AL/TSA2025/TSA2025seminar.html) or scan the QR code provided to view and download the handouts. These handouts will also be uploaded to the HKEAA website for reference **by the end of January 2026**. Further details will be announced later. Thank you for your support.



# **Thematic Seminar Assessment for Learning – Territory-wide System Assessment 2025 and the Latest Development of the Student Assessment Repository (STAR) Platform**

**(Overall Performance of General Students,  
NCS Students and Students with SEN)**

**Primary 3 English Language**

**15 December 2025**

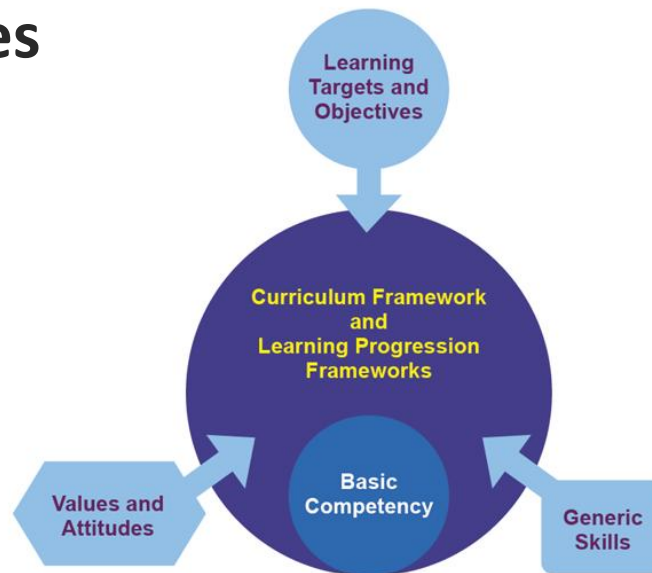
# TSA 2025 Thematic Seminar - Assessment for Learning

## Primary 3 English Language

Time	Rundown	Speaker(s)
1:45 p.m. - 2:00 p.m.	Registration	
2:00 p.m. - 3:15 p.m.	Overview of TSA 2025	Ms. Joyce Cheng Subject Manager Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	Overall Performance of General Students, SEN and NCS Students in TSA 2025 Primary 3 English Language	
3:15 p.m. - 3:30 p.m.	Break	
3:30 p.m. - 4:45 p.m.	Overall Performance of General Students, SEN and NCS Students in TSA 2025 Primary 3 English Language	Ms. Joyce Cheng Subject Manager Education Assessment Services Division Hong Kong Examinations and Assessment Authority
	The Latest Developments of the Student Assessment Repository (STAR) Platform	Representative(s) from Education Bureau
4:45 p.m. - 5:00 p.m.	Question and Answer Session	

# Purposes of TSA 2025

- To understand the performance of Primary 3, Primary 6 and Secondary 3 students in Chinese Language, English Language and Mathematics on a regular basis
- To make use of TSA data to adjust teaching plans and teaching strategies





# TSA 2025 – Assessment Design

- **Specific question intents – Basic Competency (BC) descriptors provided by the Education Bureau (EDB)**
- **Items cover many BC descriptors but each student only does one sub-paper for each component**
- **Overlapping items are distributed across sub-papers for equating purposes to compare students' abilities**

# TSA 2025 – Assessment Design

Dimension /Skill	Primary 3 English Language		
	Sub-paper	No. of Items	Assessment Time
Listening	3EL1	19	About 20 minutes
	3EL2		
	3EL3		
Reading & Writing	3ERW1	Reading: 20	30 minutes
	3ERW2	Writing: 1	
	3ERW3	per task: <150 words per Paper: <400 words	
Speaking	Reading Aloud and Personal Experiences	4	Preparation Time: 2 minutes Assessment Time: 3 minutes
	Picture Description	4	Preparation Time: 3 minutes Assessment Time: 2 minutes

# TSA 2025

- About 10 per cent of Primary Three students from public sector and Direct Subsidy Scheme schools in the territory were sampled to participate in the Primary Three TSA.
- Primary schools which have arranged for all their Primary Three students to participate in the assessment will be provided with school-level data directly by the HKEAA for use as feedback on learning and teaching.
- Schools with 5 or more NCS students / students with SEN participating in each skill / dimension in the subject are provided with related assessment data.

# Non-Chinese speaking Students (NCS) & Students with Special Educational Needs (SEN)

- The HKEAA does not have the actual number of NCS students and students with SEN in the territory.

NCS students	Students with SEN
‘WS1’	‘WS0’, ‘WS4’, ‘WS6’ and ‘WS7’

- Schools should report cases of students requiring special assessment arrangements to the Hong Kong Examinations and Assessment Authority (HKEAA) and select special arrangements WS0 to WS7 for such students during a specified period.

“Special Arrangements for Internal Examinations for Students with Special Educational Needs” website:  
[https://www.bca.hkeaa.edu.hk/web/en/2025QuickGuidePri/QG\\_P\\_Part5b.pdf](https://www.bca.hkeaa.edu.hk/web/en/2025QuickGuidePri/QG_P_Part5b.pdf)

# Reports

Reports	Content
<b>I. Existing Version:</b> School Report, Item Analysis Report (sorted by BC), <b>Item Analysis Report            (sorted by sub-papers)</b>	<ul style="list-style-type: none"> <li>• Performances of students in Chinese, English and Mathematics</li> <li>• Performances of students in each Basic Competency (PDF and Excel files available)</li> <li>• Performances of students in each sub-paper (PDF and Excel files available)</li> </ul>
<b>II. Simplified Version:</b> School Report, Item Analysis Report (sorted by BC), <b>Item Analysis Report            (sorted by sub-papers)</b>	<ul style="list-style-type: none"> <li>• Performances of students in Chinese, English and Mathematics</li> <li>• Performances of students in each Basic Competency (PDF and Excel files available)</li> <li>• Performances of students in each sub-paper (PDF and Excel files available)</li> </ul>
<b>III. Basic Competency            Report by Item Groups</b>	Performances of students in different skills (with student exemplars)
<b>IV. Information Analysis            Report</b>	Information Analysis of Items (with question intents, information analysis for each option, school percentages)

# Reports

Reports	Content
TSA report	Report on the Basic Competencies of Students in Chinese Language, English Language and Mathematics <a href="https://www.bca.hkeaa.edu.hk/web/TSA/en/PriTsaReport.html">https://www.bca.hkeaa.edu.hk/web/TSA/en/PriTsaReport.html</a>
School Report for NCS and Students with SEN	For schools with 5 or more NCS students / students with SEN participating in the TSA



# School Report(s) for NCS Students / Students with SEN

**Download Assessment Reports**

School Code : P999

School Type : Primary, WD

School Name : Primary SCHOOL

**SAMPLE**

Reports

Reports (NCS/SEN)

Please click the following buttons to download the assessment reports for Non-Chinese Speaking (NCS) students and Special Educational Needs (SEN) students (20XX)

The relevant reports will be available if there are 5 or more SEN students / NCS students participating in assessment for that subject

Primary 3

School's choice of reports (indicated by a "✓") are listed below:

Report	Chinese Language	English Language	Mathematics
Special Educational Needs (SEN) Students Report	✓	✓	✓
Non-Chinese Speaking (NCS) Students Report	✓	✓	✓

Reports for schools

	Download PDF version	Download EXCEL version
School Report – Special Educational Needs (SEN) Students	<a href="#">ZIP</a>	N.A.
Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students	<a href="#">ZIP</a>	<a href="#">ZIP</a>
Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students	<a href="#">ZIP</a>	<a href="#">ZIP</a>
School Report – Non-Chinese Speaking (NCS) Students	<a href="#">ZIP</a>	N.A.
Item Analysis Report (sorted by Basic Competencies) – Non-Chinese Speaking (NCS) Students	<a href="#">ZIP</a>	<a href="#">ZIP</a>
Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students	<a href="#">ZIP</a>	<a href="#">ZIP</a>

Provide reports to schools with 5 or more students participating in the assessments

學校：  
School:

級別 Level: 小三 Primary 3

## School Report

### 英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average <sup>1</sup> (B)	學校非華語學生 百分率 School percentage of NCS students <sup>2</sup> (%) (B/A x 100%)	全港非華語學生 百分率 Territory-wide percentage of NCS students <sup>2</sup> (%)
3EL1: 聆聽 Listening	3	19	17.7	0	0
3EL2: 聆聽 Listening	5	19	10.0	0	0
3EL3: 聆聽 Listening	1	19	19.0	0	0

3ERW1: 閱讀 Reading	2	20	11.0	0	0
3ERW2: 閱讀 Reading	6	20	6.7	0	0
3ERW3: 閱讀 Reading	1	20	17.0	0	0

3ERW1: 寫作 Writing	2	6	4.0	0	0
3ERW2: 寫作 Writing	6	6	1.3	0	0
3ERW3: 寫作 Writing	1	6	4.0	0	0

說話 Speaking	7	8	5.6	0	0
-------------	---	---	-----	---	---

備註: <sup>1</sup> 學校有5個或以上學生參與該科各能力/範疇的評估, 方可獲相關數據。

<sup>2</sup> 本報告的評估數據包括有特殊教育需要的非華語學生, 而相關數據亦同時見之於有特殊教育需要學生的學校報告。  
<sup>3</sup> 由2018年起, 小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的非華語學生樣本而來。

Remark: <sup>1</sup> Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.  
<sup>2</sup> The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Students with Special Educational Needs.  
<sup>3</sup> Starting from 2018, the P3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all NCS students participating in the assessment.

學校:  
School:

級別 Level: 小三 Primary 3

### 英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生 百分率 School percentage of NCS students	全港非華語學生 百分率 Territory-wide percentage of NCS students
P1A Q01	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q02	A		0.0%	0.0%
	B		0.0%	0.0%
	C*		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q03	A*		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q04	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
P1A Q05	A		0.0%	0.0%
	B*		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%

## IA Report

### (sorted by Sub-papers)

### 20XX 年全港性系統評估 Territory-wide System Assessment 20XX

#### 題目分析報告 (以卷別為序) — 非華語學生

#### Item Analysis Report (sorted by Sub-papers) – Non-Chinese Speaking (NCS) Students

機密  
CONFIDENTIAL

### 20XX 年全港性系統評估 Territory-wide System Assessment 20XX

#### 題目分析報告 (以基本能力為序) — 非華語學生

#### Item Analysis Report (sorted by Basic Competencies) – Non-Chinese Speaking (NCS) Students

學校:  
School:

級別 Level: 小三 Primary 3

### 英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校非華語學生 百分率 School percentage of NCS students	全港非華語學生 百分率 Territory-wide percentage of NCS students
Listening	L2-L1-P3BC Discriminating between common words with a small range of vowel and consonant sounds  Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1	P1A Q02	A		0.0%	0.0%
				B		0.0%	0.0%
				C*		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P1B Q02	A		0.0%	0.0%
				B		0.0%	0.0%
				C*		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P2 Q03	A*		0.0%	0.0%
				B		0.0%	0.0%
				C		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P2 Q06	A*		0.0%	0.0%
				B		0.0%	0.0%
				C		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%

# Reports – Students with SEN

**SAMPLE**

20XX 年全港性系統評估  
Territory-wide System Assessment 20XX  
學校報告 — 有特殊教育需要學生

School Report – Special Educational Needs (SEN) Students

機密  
CONFIDENTIAL

學校：  
School:

級別 Level: 小三 Primary 3

## School Report

英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average <sup>1</sup> (B)	學校有特殊教育 需要學生百分率 School percentage of SEN students <sup>2</sup> (%) (B/A x 100%)	全港有特殊教育 需要學生百分率 Territory-wide percentage of SEN students <sup>3,4</sup> (%)
3EL1: 聆聽 Listening	1	19	18.0	0	0
3EL2: 聆聽 Listening	8	19	10.9	0	0
3EL3: 聆聽 Listening	3	19	15.0	0	0

3ERW1: 閱讀 Reading	1	20	9.0	0	0
3ERW2: 閱讀 Reading	9	20	13.1	0	0
3ERW3: 閱讀 Reading	2	20	16.0	0	0

3ERW1: 寫作 Writing	1	6	2.0	0	0
3ERW2: 寫作 Writing	9	6	2.1	0	0
3ERW3: 寫作 Writing	2	6	4.0	0	0

說話 Speaking	0	8	0.0	0	0
-------------	---	---	-----	---	---

備註: <sup>1</sup> 學校有5個或以上學生參與該科各能力/範疇的評估, 方可獲相關數據。

<sup>2</sup> 本報告的評估數據包括有特殊教育需要的非華語學生, 而相關數據亦同時見於非華語學生的學校報告。

<sup>3</sup> 由2018年起, 小三級全港性系統評估以抽樣形式進行。\* 全港百分率, 是位所有參與評估的有特殊教育需要學生按年計算而來。

Remark: <sup>2</sup> The assessment figures of this report cover NCS students with special educational needs. Relevant data are also covered in the School Report on Non-Chinese Speaking Students.

<sup>3</sup> Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all SEN students participating in the assessment.

## IA Report (sorted by Sub-papers)

20XX 年全港性系統評估  
Territory-wide System Assessment 20XX

機密  
CONFIDENTIAL

題目分析報告 (以卷別為序) — 有特殊教育需要學生

Item Analysis Report (sorted by Sub-papers) – Special Educational Needs (SEN) Students

學校:  
School:

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育 需要學生百分率 School percentage of SEN students	全港有特殊教育 需要學生百分率 Territory-wide percentage of SEN students
PIA Q01	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
PIA Q02	A		0.0%	0.0%
	B		0.0%	0.0%
	C*		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
PIA Q03	A*		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%
PIA Q04	A		0.0%	0.0%
	B		0.0%	0.0%
	C		0.0%	0.0%
	D*		0.0%	0.0%
	U#		0.0%	0.0%
PIA Q05	A		0.0%	0.0%
	B*		0.0%	0.0%
	C		0.0%	0.0%
	D		0.0%	0.0%
	U#		0.0%	0.0%

## IA Report (sorted by Basic Competencies)

20XX年全港性系統評估  
Territory-wide System Assessment 20XX

機密  
CONFIDENTIAL

題目分析報告 (以基本能力為序) — 有特殊教育需要學生

Item Analysis Report (sorted by Basic Competencies) – Special Educational Needs (SEN) Students

學校:  
School:

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校有特殊教育 需要學生百分率 School percentage of SEN students	全港有特殊教育 需要學生百分率 Territory-wide percentage of SEN students
Listening	L3-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds  Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1	PIA Q02	A		0.0%	0.0%
				B		0.0%	0.0%
				C*		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	PIB Q02	A		0.0%	0.0%
				B		0.0%	0.0%
				C*		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P2 Q03	A*		0.0%	0.0%
				B		0.0%	0.0%
				C		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%
		3EL1	P2 Q06	A*		0.0%	0.0%
				B		0.0%	0.0%
				C		0.0%	0.0%
				D		0.0%	0.0%
				U#		0.0%	0.0%



# I. Reports (Existing Version)

SAMPLE

學校：  
School:

## School Report

密  
CONFIDENTIAL

### 英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average <sup>1</sup> (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage <sup>2</sup> (%)
3EL1: 聆聽 Listening	47	19	17.0	89	92
3EL2: 聆聽 Listening	18	19	12.1	64	84
3EL3: 聆聽 Listening	18	19	14.9	79	89

3ERW1: 閱讀 Reading	25	20	15.5	77	85
3ERW2: 閱讀 Reading	37	20	13.6	68	79
3ERW3: 閱讀 Reading	20	20	17.3	86	86

3ERW1: 寫作 Writing	25	6	3.5	58	67
3ERW2: 寫作 Writing	37	6	2.6	43	62
3ERW3: 寫作 Writing	20	6	3.3	54	63

說話 Speaking	8	8	3.9	48	70
-------------	---	---	-----	----	----

登記學生人數 Student enrolment<sup>3</sup> : 85

注意事項：貴校學生在英國語文科紙筆評估的平均出席率為 98%，在檢視報告的數據時，學校應視乎學生缺席情況及原因，審慎解讀報告內的數據。  
Point to note: The average attendance rate of the written assessments for English Language of your school is 98% to exercise prudence in interpreting the data in this report with reference to the participation of the students' absence and reasons).

備註：<sup>1</sup> 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。  
<sup>2</sup> 由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的登記學生人數是學校透過「網上校管系統」提供的資料。  
Remark: <sup>1</sup> Schools with 5 or more students participating in each skill/dimension in the subject are provided with data.  
<sup>2</sup> Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is in all students participating in the assessment.  
<sup>3</sup> "Student enrolment" is based on the data that the schools provided via the Web-based School Admin System (WebSAMS).

學校：  
School:

級別 Level: 小三 Primary 3

## IA Report (sorted by Sub-papers)

### 20XX 年全港性系統評估 Territory-wide System Assessment 20XX 題目分析報告 (以卷別為序) Item Analysis Report (sorted by Sub-papers)

機 密  
CONFIDENTIAL

#### 英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage <sup>1</sup>	全港百分率 Territory-wide percentage <sup>2</sup>
PIA Q01	A		0.0%	0.3%
	B		5.1%	0.6%
	C		2.6%	2.1%
	D*		92.3%	96.9%
	U#		0.0%	0.1%
A Q02	A		10.3%	6.3%
	B		2.6%	2.6%
	C*		79.5%	74.4%
	D		7.7%	16.6%
	U#		0.0%	0.1%
A Q03	A*		84.6%	95.5%
	B		5.1%	1.6%
	C		7.7%	2.0%
	D		0.0%	0.5%
	U#		2.6%	0.4%
A Q04	A		0.0%	1.3%
	B		7.7%	3.1%
	C		0.0%	1.1%
	D*		92.3%	94.4%
	U#		0.0%	0.1%

備註：<sup>1</sup> 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。  
<sup>2</sup> 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: <sup>1</sup> "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school.  
<sup>2</sup> "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

## IA Report (sorted by Basic Competencies)

### 20XX 年全港性系統評估 Territory-wide System Assessment 20XX

#### 題目分析報告 (以基本能力為序) Item Analysis Report (sorted by Basic Competencies)

機 密  
CONFIDENTIAL

學校：  
School:

級別 Level: 小三 Primary 3

#### 英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage <sup>1</sup>	全港百分率 Territory-wide percentage <sup>2</sup>
Listening	L2-L1-P3BC Discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL3	PIA Q02 PIA Q02	A		8.5%	6.5%
				B		8.5%	2.7%
				C*		72.9%	75.7%
				D		10.2%	15.0%
				U#		0.0%	0.1%
	3EL1 3EL2	PIB Q02 PIB Q02	A C*	A		3.4%	2.5%
				B		3.4%	2.5%
				C*		89.8%	93.9%
				D		3.4%	1.0%
				U#		0.0%	0.1%
	3EL1	F2 Q03	A* B C D U#	A*		94.9%	97.5%
				B		0.0%	1.1%
				C		2.6%	0.8%
				D		0.0%	0.4%
				U#		2.6%	0.1%

備註：<sup>1</sup> 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。  
<sup>2</sup> 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

• “School percentage – percentage of each option in an item attempted by students in the school”.

• “Territory-wide percentage – percentage of each option in an item attempted by students in the territory”.

• Inferred from the sample of all students participating in the assessment.

# II. Reports (Simplified Version)

SAMPLE

學校：  
School:

## School Report

英國語文 English Language

卷別：能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	分卷最大值 Maximum (A)	學校平均 School average <sup>1</sup> (B)	學校百分率 School percentage (%) (B/A x 100%)	全港百分率 Territory-wide percentage <sup>2</sup> (%)
3EL1: 聆聽 Listening	47	19	17.0	89	N.A.
3EL2: 聆聽 Listening	18	19	12.1	64	N.A.
3EL3: 聆聽 Listening	18	19	14.9	79	N.A.
3ERW1: 閱讀 Reading	25	20	15.5	77	N.A.
3ERW2: 閱讀 Reading	37	20	13.6	68	N.A.
3ERW3: 閱讀 Reading	20	20	17.3	86	N.A.
3ERW1: 寫作 Writing	25	6	3.5	58	N.A.
3ERW2: 寫作 Writing	37	6	2.6	43	N.A.
3ERW3: 寫作 Writing	20	6	3.3	54	N.A.
說話 Speaking	8	8	3.9	48	N.A.

登記學生人數 Student enrolment<sup>3</sup> : 85

注意事項：貴校學生在英國語文科紙筆評估的平均出席率為 98%，在檢視報告的數據時，學校應視乎學生的參與情況（學生缺席情況及原因），審慎解讀報告內的數據。

Point to note: The average attendance rate of the written assessments for English Language of your school is 98%. Schools are advised to exercise prudence in interpreting the data in this report with reference to the participation of their students (including students' absence and reasons).

備註：<sup>1</sup> 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。

<sup>2</sup> 由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而得。

<sup>3</sup> 登記學生人數是學校透過「網上校管系統」提供的資料。

Remark: <sup>1</sup> Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.

<sup>2</sup> Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

<sup>3</sup> "Student enrolment" is based on the data that the schools provided via the Web-based School Administration and Management System (WebSAMS).

## IA Report (sorted by Sub-papers)

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage <sup>1</sup>	全港百分率 Territory-wide percentage <sup>2</sup>
PIA Q01	A		0.0%	N.A.
	B		5.1%	N.A.
	C		2.6%	N.A.
	D*		92.3%	N.A.
	U#		0.0%	N.A.
PIA Q02	A		10.3%	N.A.
	B		2.6%	N.A.
	C*		79.3%	N.A.
	D		7.7%	N.A.
	U#		0.0%	N.A.
PIA Q03	A*		84.6%	N.A.
	B		5.1%	N.A.
	C		7.7%	N.A.
	D		0.0%	N.A.
	U#		2.6%	N.A.
PIA Q04	A		0.0%	N.A.
	B		7.7%	N.A.
	C		0.0%	N.A.
	D*		92.3%	N.A.
	U#		0.0%	N.A.

備註：<sup>1</sup> 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。

<sup>2</sup> 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: <sup>1</sup> "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school.

<sup>2</sup> "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

## IA Report (sorted by Basic Competencies)

20XX 年全港性系統評估  
Territory-wide System Assessment 20XX

題目分析報告 (以基本能力為序)  
Item Analysis Report (sorted by Basic Competencies)

機密  
CONFIDENTIAL

學校：

School:

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage <sup>2</sup>
Listening	L3-L1-P1BC Discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL3	PIA Q02 PIA Q02	A		8.5%	N.A.
				B		8.5%	N.A.
				C*		72.9%	N.A.
				D		10.2%	N.A.
				U#		0.0%	N.A.
	Question Intent - discriminating between common words with a small range of vowel and consonant sounds	3EL1 3EL2	PIB Q02 PIB Q02	A		3.4%	N.A.
				B		3.4%	N.A.
				C*		89.8%	N.A.
				D		3.4%	N.A.
				U#		0.0%	N.A.
		3EL1	P2 Q03	A*		94.9%	N.A.
				B		0.0%	N.A.
				C		2.6%	N.A.
				D		0.0%	N.A.
				U#		2.6%	N.A.

備註：<sup>1</sup> 「學校百分率」是指學校學生作答該題各選項/得分/等級的百分率。

<sup>2</sup> 「全港百分率」是指全港學生作答該題各選項/得分/等級的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: <sup>1</sup> "School percentage" refers to the percentage of each option/score/grade in an item attempted by students in the school. <sup>2</sup> "Territory-wide percentage" refers to the percentage of each option/score/grade in an item attempted by students in the territory. Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

Only school data is provided (no territory-wide data).



# III. Basic Competency Report by Item Groups

**SAMPLE**

20XX年全港性系統評估  
Territory-wide System Assessment 20XX  
基本能力題組綜合報告  
Basic Competency Report by Item Groups


機 密  
CONFIDENTIAL

學校：  
School:

**Skills: Listening, Reading, Writing, Speaking**

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - discriminating between common words with a small range of vowel and consonant sounds	

▼ 學校 School<sup>1,2</sup>

▲ 全港 Territory-wide<sup>3</sup>

備註： <sup>1</sup> 學校數據是指該校學生答對相關題目的平均百分率。

<sup>2</sup> 學校有5個或以上學生參與該科各能力/範疇的評估，方可獲相關數據。

<sup>3</sup> 全港數據是指所有參與學生答對相關題目的平均百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。本報告內的數據是從所有參與評估的學生樣本推算而來。

Remark: <sup>1</sup> School data refers to the average of percentage of students answering related item(s) correctly in that school.

<sup>2</sup> Schools with 5 or more students participating in each skill/dimension in the subject are provided with related assessment data.

<sup>3</sup> Territory-wide data refers to the average of percentage of all participating students answering related item(s) correctly. Starting from 2018, the P.3 TSA is conducted on a sampling basis. The figures in this report are inferred from the sample of all students participating in the assessment.



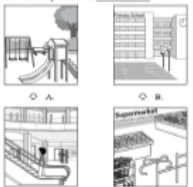

# III. Basic Competency Report by Item Groups

## Annex – Student Exemplars

**SAMPLE**

附件 Annex — 學生示例 Student Exemplars


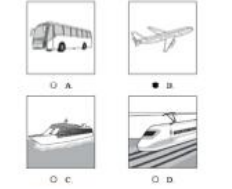
英國語文 English Language (Listening)

範疇 Skill	基本能力/評估點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Listening	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	3EL1/3-P1AQ1 1. The new cake shop is near the  3EL3-P1BQ3 3. What does Ann want to draw? 	Students could identify key words in both conversations and stories. They were able to follow the conversations between speakers and the development of the story. Students were able to identify key words on familiar topics (e.g. places). They could also identify key words related to daily life experiences (e.g. toys).

**Listening**

A1

英國語文 English Language (Reading)

範疇 Skill	基本能力/評估點 Basic Competency/ Question Intent	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Reading	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	3ERW2-P1Q1 Chen Jia's Favorite Pets  3ERW3-P3Q2 A Visit To Zane Tom visits his friend, Zane, in order. Zane is a polar bear. She lives in a very cold place. Tom goes there to play. Zane takes Tom to her home. Tom feels hungry. Mother Bear cooks soup for him. It is yummy. At night, Tom is very cold. Mother Bear makes a big fire. Tom feels comfortable. They sing songs. The next day, Tom and Zane go to a river. They catch some fish and cook them for lunch. After lunch, Tom and Zane play football and basketball. They are happy. It is time for Tom to go home. Zane gives Tom a map. He says it will be easy. He feels warm. Tom wants to visit Zane again because he had a good time. 3. Tom goes to visit Zane by 	Students were able to recognise key words on familiar topics (e.g. people, pets) and those related to daily life experiences (e.g. hobbies, public transport). With the help of straightforward contextual clues and pictorial cues, students were able to get the correct answers.

**Reading**

A5

# SAMPLE III. Basic Competency Report by Item Groups

## 英國語文 English Language (Writing)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Writing	3ERW1	P4Q1	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures</li> <li>An ending is given to the story</li> </ol> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Uses a limited range of vocabulary: <i>go, car</i></li> <li>Writes short and simple sentences: <i>They cannot find the dog. They find the dog in the car.</i></li> <li>Uses a limited range of cohesive devices: <i>and</i></li> <li>Makes some grammatical mistakes: <i>One day David and my dad go to Joy Park play. David and dad play badminton throw run...</i></li> </ul> <ul style="list-style-type: none"> <li>Students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>Students used a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately with some grammatical and spelling mistakes.</li> </ul>

Writing

## 英國語文 English Language (Speaking)

範疇 Skill	卷別 Sub-paper	題目 Item	所有參與學校的學生表現 Student Performances of All Participating Schools
Speaking	--	3ES01	<p><b>Content:</b></p> <p>Giving to School</p> <p>I get up at 7 o'clock. I have bread and milk for breakfast.</p> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>How do you go to school?</li> <li>What do you do at school?</li> <li>What is your favourite subject? Why?</li> <li>Who is your best friend at school?</li> <li>What is he/she good at?</li> <li>What do you do at home after school?</li> </ul>
		3ES02	<p><b>Content:</b></p> <p>Picture Description</p> <p>Where are the children? What is the girl doing? (Focus is the girl reading a book at the green table.) How does she feel? What are these children doing? (Focus is the two children sitting and talking.) What is the boy doing? (Focus is the boy eating chips.) Is it right to do that? Why / Why not? Why is the boy unhappy? (Focus is the boy reaching for a book.) What does the girl say? (Focus is the girl trying to help.)</p>

Exemplars of general student performance are also provided.

Speaking

# IV. Information Analysis Report\*

**SAMPLE**

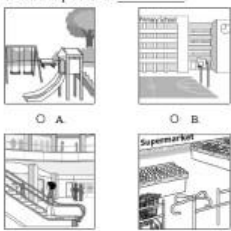




20XX年全港性系統評估  
Territory-wide System Assessment 20XX  
資料分析報告  
Information Analysis Report

學校：  
School:

機 密  
CONFIDENTIAL

級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3EL1 Listening)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage <sup>1</sup>	全港百分率 Territory-wide percentage <sup>2</sup>
Language forms and communicative functions, Language skills and language development strategies, Generic skills	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	<b>PIA Q01</b>  1. The new cake shop is near the   <input type="radio"/> A  <input type="radio"/> B  <input type="radio"/> C  <input type="radio"/> D Question Intent: identifying key words	<b>A</b>  Students might not have been able to follow the conversation / might have missed 'near the supermarket'.	0.0%	0.3%
			<b>B</b>  Students were possibly distracted by 'near my school'.	5.1%	0.6%
			<b>C</b>  Students might not have been able to follow the conversation / might have mixed up 'a shopping centre' with 'a supermarket'.	2.6%	2.1%
			<b>D*</b>  Students were able to follow the conversation and identify 'near the supermarket'.	92.3%	96.9%
			<b>U#</b>	0.0%	0.1%

\* For MC questions only

備註: <sup>1</sup>「學校百分率」是指學校學生作答該題各選項的百分率。

<sup>2</sup>「全港百分率」是指全港學生作答該題各選項的百分率。由2018年起,小三級全港性系統評估以抽樣形式進行。

「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: <sup>1</sup> "School percentage" refers to the percentage of each option in an item attempted by students in the school.

<sup>2</sup> "Territory-wide percentage" refers to the percentage of each option in an item attempted by students in the territory.

Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

Listening

- Basic Competency
- Item
- Question Intent
- Information Analysis for Each Option
- School Percentage
- Paper: 3EL1-3  
3ERW1-3



# IV. Information Analysis Report

20XX年全港性系統評估  
Territory-wide System Assessment 20XX  
資料分析報告  
Information Analysis Report

**SAMPLE**





學校：  
School:

機 密  
CONFIDENTIAL

級別 Level: 小三 Primary 3

**Reading**

英國語文 English Language (Sub-paper: 3ERW1 Reading And Writing)

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage <sup>1</sup>	全港百分率 Territory-wide percentage <sup>2</sup>
Language forms and communicative functions, Language skills and language development strategies, Generic skills	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	<b>P1 Q01</b>  1. Which is Jenny's favourite gift?    <input type="radio"/> A <input type="radio"/> B    <input type="radio"/> C <input type="radio"/> D  Question Intent: recognizing key words in a sentence	<b>A*</b>  Students were able to recognise 'Music Box' in the note.	73.0%	91.9%
			<b>B</b>  Students might have overlooked 'Jenny' in the question and looked at the wrong note.	10.8%	2.9%
			<b>C</b>  Students might have overlooked 'Jenny' in the question and looked at the wrong note.	13.5%	2.4%
			<b>D</b>  Students might have overlooked 'Jenny' in the question and looked at the wrong note / might have mixed up 'Mary' with 'Jenny'.	2.7%	2.2%
			<b>U#</b>	0.0%	0.7%

備註：<sup>1</sup>「學校百分率」是指學校學生作答該題各選項的百分率。

<sup>2</sup>「全港百分率」是指全港學生作答該題各選項的百分率。由2018年起，小三級全港性系統評估以抽樣形式進行。

「全港百分率」是從所有參與評估的學生樣本推算而來。

Remark: <sup>1</sup> "School percentage" refers to the percentage of each option in an item attempted by students in the school.

<sup>2</sup> "Territory-wide percentage" refers to the percentage of each option in an item attempted by students in the territory.

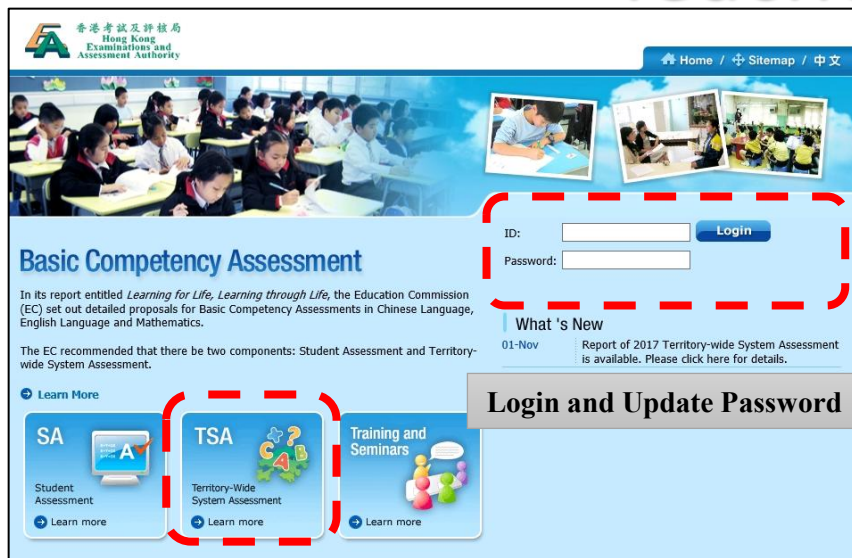
Starting from 2018, the P.3 TSA is conducted on a sampling basis. "Territory-wide percentage" is inferred from the sample of all students participating in the assessment.

# Online Item Analysis Reports

## OIA Reports

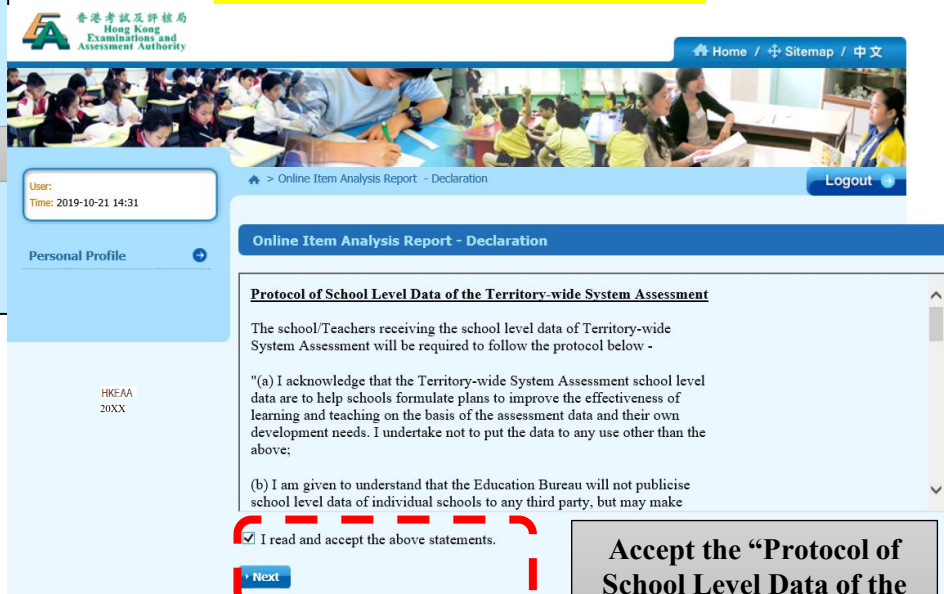
- schools may create teacher accounts for teachers to access the OIA reports
- access the reports through the BCA website ([www.bca.hkeaa.edu.hk](http://www.bca.hkeaa.edu.hk)).
- teacher accounts valid until **30 June 2026**

# Online Item Analysis Reports Teacher Account



The screenshot shows the HKEAA website home page. At the top, there is a navigation bar with links for Home, Sitemap, and Chinese. Below this is a banner image of students in a classroom. The main content area is divided into several sections. On the left, there is a section for 'Basic Competency Assessment' with a brief description and a 'Learn More' link. In the center, there is a 'What's New' section with a link to the 'Report of 2017 Territory-wide System Assessment'. On the right, there is a 'Login and Update Password' section with fields for ID and Password, and a 'Login' button. Below the login section, there are three boxes for 'SA' (Student Assessment), 'TSA' (Territory-Wide System Assessment), and 'Training and Seminars', each with a 'Learn more' link. The 'TSA' box is highlighted with a red dashed border.

## OIA Reports



The screenshot shows the 'Online Item Analysis Report - Declaration' page. At the top, there is a navigation bar with links for Home, Sitemap, and Chinese. Below this is a banner image of students in a classroom. The main content area is divided into several sections. On the left, there is a 'Personal Profile' section with fields for User and Time. In the center, there is a 'Protocol of School Level Data of the Territory-wide System Assessment' section with a scrollable text area. On the right, there is a 'Logout' button. Below the protocol section, there is a 'Next' button. The 'Next' button is highlighted with a red dashed border.

Accept the "Protocol of  
School Level Data of the  
TSA"



# OIA Reports (sorted by Basic Competencies)

Territory-wide System Assessment 20XX

School : P999

P3 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 1 of 1

Go to page  Go

<< < 1 > >>

## Papers and Item Nos.

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
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 <b>Question Intent - key words</b> <b>Suggested Follow-up Activities</b>	3ERW1 3ERW3	P1 Q01	A*	-	0.0%	N.A.
		P1 Q01	B	-	0.0%	N.A.
			C	-	0.0%	N.A.
			D	-	0.0%	N.A.
			U#	-	0.0%	N.A.
	3ERW1 3ERW3	P1 Q02 P1 Q02	A	-	0.0%	N.A.
			Students might have overlooked 'Mary's' in the question and looked at the wrong note.			

**Basic Competency and Question Intent**

# OIA Reports (sorted by Basic Competencies)

Online Item Analysis Report

Territory-wide System Assessment 20XX  
School : P999  
P3 English

Listening Reading Writing Speaking Reading

Question Paper Marking Scheme

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option
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 Question Intent - key words Suggested Follow-up Activities 3 Years' Performance	3ERW1	P1 Q01	A*
	3ERW3	P1 Q01	Students were able to identify 'Music Box' in the text.
			B
			Students might have overlooked 'Jenny' question and looked wrong note.
			C
			Students might have overlooked 'Jenny' question and looked wrong note.
			D
			Students might have overlooked 'Jenny' question and looked wrong note / might up 'Mary' with 'Jer'.
			U#
	3ERW1	P1 Q02	A
	3ERW3	P1 Q02	Students might have overlooked 'Mary's' question and looked wrong note.

Barcode: 3 E R W 1

Education Bureau  
Territory-wide System Assessment 20XX  
Primary 3 English Language  
Reading & Writing

Instructions:  
學生須知:

- Stick barcode labels on pages 1, 3 and 5 in the spaces provided.  
在第 1、3 及 5 頁的適當位置貼上電腦條碼。
- There are 4 parts in this Question-Answer Booklet.  
Answer all questions.  
本卷共有 4 部分，全部題目均須作答。
- Do not write in the margins.  
請勿在框線以外書寫。
- Time allowed is 30 minutes.  
評估時限為 30 分鐘。
- Write your School Code, Class and Class Number in the boxes below.  
在下面的方格內填寫學校編號、班別及班號。

Instructions for answering questions:  
作答說明:

**Multiple Choice Questions** – Blacken the circle next to the correct answer with an HB pencil. For example:  
選擇題 – 選出正確的答案，並用 HB 鉛筆把該選項的圓圈塗黑和塗滿，如：

☐ A.      or      ☐ A.      ☐ B.  
☐ B.           ☐ C.      ☐ D.  
☐ C.      或      ☐ C.      ☐ D.  
☐ D.

**Other Questions** – Write your answers in the spaces provided.  
其他題目 – 在適當的位置內填寫答案

School Code 學校編號: P      Class 班別: 3      Class No. 班號:     

此格只許填寫一個大楷英文字母  
Write one capital letter in this box.

20XX-TSA-ENG-3ERW1-1

# OIA Reports

ListeningReadingWritingSpeaking

Question PaperMarking Scheme

Item

3ERW1-P1 Q01 / 3ERW3-P1 Q01

Learning Objective:  
Language forms and communicative functions, Language skills and language development strategies, Generic skills

基本能力 Basic Competency	卷別 Sub-paper	題號 Item no.	
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 Question Intent - key words Suggested Follow-up Activities 3 Years' Performance	3ERW1 3ERW3	P1 Q01 P1 Q01	Students overlook question wrong no Students overlook question wrong no Students overlook question wrong no Students overlook question wrong no Question intent : recognizing key words in a sentence


Territory-wide System Assessment 20XX

https://www.bca.hkeaa.edu.hk/bca/eor/ar/viewQuestionImages.do?paperC...


3ERW1-P1 Q01 / 3ERW3-P1 Q01

Learning Objective:  
Language forms and communicative functions, Language skills and language development strategies, Generic skills


1. Which is Jenny's favourite gift?




A.



B.



C.



D.

Question intent :  
recognizing key words in a sentence

Page 1 of 1

Go to page 1 Go

得分 Score

全港百分率

Reading Text

3ERW1-P1 Q01 / 3ERW3-P1 Q01 (Reading Text)

Learning Objective:  
Language forms and communicative functions, Language skills and language development strategies, Generic skills

Part 1  
Helen is reading some notes about gifts her classmates like.  
Read the notes.

Favourite Gifts	
<b>Peter's Favourite Gift: Toy Car</b> <ul style="list-style-type: none"><li>• blue</li><li>• from Grandma</li><li>• it can go very fast</li></ul>	<b>Jenny's Favourite Gift: Music Box</b> <ul style="list-style-type: none"><li>• white</li><li>• from Mum</li><li>• the music is nice</li></ul>
<b>Mary's Favourite Gift: Watch</b> <ul style="list-style-type: none"><li>• pink and white</li><li>• from Dad</li><li>• it is beautiful</li></ul>	<b>Ann's Favourite Gift: Bag</b> <ul style="list-style-type: none"><li>• red and yellow</li><li>• from Uncle John</li><li>• it has a big star on it</li></ul>

Question intent :  
recognizing key words in a sentence



# Suggested Follow-up Activities

**SAMPLE**

Territory-wide System Assessment 20XX

School : P999

P3 English

Listening

Reading

Writing

Speaking

Remarks

Question Paper

Marking Scheme

Page 1 of 1

Go to page

Go

<<

<

1

>

>>

基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory- wide percentage
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 Question Intent - key words	3ERW1	P1 Q01	A*	-	0.0%	N.A.
	3ERW3	P1 Q01	Students were able to recognise 'Music Box' in the note.	-	0.0%	N.A.
			B	-	0.0%	N.A.
			Students might have overlooked 'Jenny' in the question and looked at the wrong note.	-	0.0%	N.A.
			C	-	0.0%	N.A.
			Students might have overlooked 'Jenny' in the question and looked at the wrong note.	-	0.0%	N.A.
			D	-	0.0%	N.A.
			Students might have overlooked 'Jenny' in the question and looked at the wrong note / might have mixed up 'Mary' with 'Jenny'.	-	0.0%	N.A.
			U#	-	0.0%	N.A.
	3ERW1	P1 Q02	A	-	0.0%	N.A.
	3ERW3	P1 Q02	Students might have	-	0.0%	N.A.

Suggested  
Follow-up  
Activities

3 Years' Performance



# OIA Reports

**SAMPLE**

> Online Item Analysis Report Logout

**Online Item Analysis Report**

Territory-wide System Assessment 20XX  
School : P999  
P3 English

**3 Years' Performance**

Listening Reading Writing Speaking Remarks

Question Paper Marking Scheme Page 1 of 2

Go to page  Go

<< < 1 2 > >>

基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory- wide percentage
L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - sound discrimination  Suggested Follow-up Activities  3 Years' Performance	3EL1 3EL3	P1A Q02 P1A Q02	A Students might not have been able to discriminate between the vowel sounds 'a' and 'o'.	-	0.0%	N.A.
		B Students might not have been able to discriminate between the vowel sounds 'i' and 'o'.	-	0.0%	N.A.	
		C* Students were able to discriminate the vowel sound 'o' from 'a', 'i' and 'u'.	-	0.0%	N.A.	
		D Students might not have been able to discriminate between the vowel sounds 'u' and 'o'.	-	0.0%	N.A.	
		U# A	-	0.0%	N.A.	
	3EL1 3EL2	P1B Q02 P1B Q02	A Students might not have been able to discriminate between the initial consonants 'K' and	-	0.0%	N.A.

> Online Item Analysis Report Logout

**Online Item Analysis Report**

Territory-wide System Assessment 20XX  
School : P999  
P3 English

**3 Years' Performance Chart**

Listening Reading Writing Speaking Remarks

Question Paper Marking Scheme

三年表現  
3 Years' Performance

級別: P3 Level	科目: English Language Subject	學校編號: P999 School Code
基本能力代號: BC Code	L2-L-1-P3BC	
基本能力: BC Description	Discriminating between common words with a small range of vowel and consonant sounds	
評估重點: Question Intent	discriminating between common words with a small range of vowel and consonant sounds	

最近三年學生答對上述評估重點題目的平均百分率

Average of percentage of students answering items correctly in the aforementioned Question Intent over the past 3 years

Percentage

100%  
80%  
60%  
40%  
20%  
0%

學校  
School  
全港  
Territory-wide

20XX 20XX 20XX  
年份  
Year

年份	學校	全港
20XX	78.1%	88.2%
20XX	64.0%	73.4%
20XX	71.6%	84.0%





# OIA Reports

Territory-wide System Assessment 20XX

School : P999

P3 English

**SAMPLE**

Listening
Reading
**Writing**
Speaking
Remarks

Question Paper
Exemplar
Marking Scheme

Page 1 of 3
Go to page
Go
<< < 1 2 3 > >>

3ERW1  
3ERW2  
3ERW3

題號 Item no.	選項 Option	得分/等級 Score/Grade
P4 (C)	-	0
	-	1
	-	2
	-	3
	-	U#
P4 (L)	-	0
	-	1
	-	2
	-	3
	-	U#

# No or invalid answer  
Rated by two assessors (Writing & Speaking)

Education Bureau  
Territory-wide System Assessment 20XX  
Primary 3 English Language  
Reading and Writing  
Marking Scheme

David's Dog

Part 4

Score Level	Content	Language
3	<ul style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures, with some supporting details</li> <li>The description is clear and coherent.</li> <li>Provides an ending to the story</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes</li> <li>* errors that do not affect comprehension</li> </ul>
2	<ul style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures, with almost no supporting details</li> <li>The description is quite clear.</li> <li>May provide an ending to the story</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes</li> <li>OR</li> <li>Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes</li> <li>* uses the given prompts to write with basic and appropriate vocabulary and sentence patterns</li> </ul>
1	<ul style="list-style-type: none"> <li>The ideas used to write the story are very limited.</li> <li>OR</li> <li>The story is unclear or disconnected, which may confuse the reader.</li> <li>OR</li> <li>The story might have some irrelevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes</li> </ul>
0	<ul style="list-style-type: none"> <li>The ideas are totally irrelevant/incomprehensible.</li> <li>OR</li> <li>The ideas are just a repetition of the prompts.</li> </ul>	<ul style="list-style-type: none"> <li>The language is incomprehensible.</li> </ul>
U	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>

©HKAEA 2019
20XX
2

Territory-wide System Assessment 20XX

School : P999

P3 English

# Writing Exemplars

Listening Reading **Writing** Speaking Remarks

Question Paper Marking Scheme

Exemplar

Page 1 of 3

Go to page  Go

Performance at BC Level

Good Performance

Writing 3ERW1

&lt;&lt; &lt; 1 2 3 &gt; &gt;&gt;

題號 Item no.	選項 Option	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
P4 (C)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	U#	0.0%	N.A.
P4 (L)	-	0	0.0%	N.A.
	-	1	0.0%	N.A.
	-	2	0.0%	N.A.
	-	3	0.0%	N.A.
	-	U#	0.0%	N.A.

# No or invalid answer

Rated by two assessors (Writing & Speaking)

Page 1 of 3

Go to page  Go

&lt;&lt; &lt; 1 2 3 &gt; &gt;&gt;

## OIA Reports

**SAMPLE**

## Writing Exemplar with Annotations

Online Item Analysis

Territory-wide System

School : P999

P3 English

Listening Reading

Question Paper

Exemplar

Pe  
Go題號  
Item no.選  
Opt

P4 (C)

P4 (L)

# No or invalid answer

Rated by two assessors

Student Exemplar 1

Handwritten student response for the writing task. The text is written on lined paper and includes a drawing of a dog. The text is as follows:

One day David and my dad  
go to Joy Park play.  
David and dad play badminton there  
sun.  
They can't find the dog.  
They find the dog in the  
yard.

Annotations include:

- 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: go, car
- .... Writes short and simple sentences: They cannot find the dog. They find the dog in the yard.
- Uses a limited range of cohesive devices: and
- ▲ Makes some grammatical mistakes: One day David and my dad go to Joy Park play. David and dad play badminton there run...

21

Page 1 of 3

Go to page  Go

&lt;&lt; &lt; 1 2 3 &gt; &gt;&gt;

全港百分率  
Territory-wide percentage

N.A.

N.A.

N.A.

N.A.

N.A.

N.A.

N.A.

N.A.

N.A.

N.A.

Page 1 of 3

Go to page  Go

&lt;&lt; &lt; 1 2 3 &gt; &gt;&gt;

## Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P3 English

Listening Reading Writing **Speaking** Remarks

Question Paper **Marking Scheme**

Page 1 of 1

Go to page  Go

<< < 1 > >>

### Speaking

評估重點 Assessment descriptor	得分/等級 Score/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
1. Reading Aloud	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
2. Expression of Personal Experiences	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
3. Picture Description: Content	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
4. Picture Description: Pronunciation	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.

Rated by two assessors (Writing & Speaking)

Pa

Go to page

<< < 1 > >>

# OIA Reports

**SAMPLE**

## Online Item Analysis Report

Territory-wide System Assessment 20XX

School : P999

P3 English

## Question Papers

Listening Reading Writing **Speaking** Remarks

Question Paper **Marking Scheme**

Page 1 of 1

Go to page  Go

<< < 1 > >>

### Speaking

Asses	分/等級 e/Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
1. Reading Aloud	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
2. Expression of Personal Experiences	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
3. Picture Description: Content	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.
4. Picture Description: Pronunciation	0	0.0%	N.A.
	1	0.0%	N.A.
	2	0.0%	N.A.
	3	0.0%	N.A.
	4	0.0%	N.A.
	U#	0.0%	N.A.

# Online Item Analysis Report

Territory-wide System Assessment 20XX  
 School : P999  
 P3 English

Listening Reading Writing Speaking

Question Paper Marking Scheme

評估重點 Assessment descriptor
1. Reading Aloud
2. Expression of Personal Experiences
3. Picture Description: Content
4. Picture Description: Pronunciation

Rated by two assessors (Writing & Speaking)

20XX-TSIA-ENG-JES01-1

3 E S 0 1

Education Bureau  
 Territory-wide System Assessment 20XX  
 Primary 3  
 English Language  
 Speaking

Preparation Time: 2 minutes  
 Assessment Time: 3 minutes

- Primary 3
- English Language
- Primary 6
- English Language
- Personal Profile

## Online Item Analysis Report

Territory-wide System Assessment 20XX  
 School : P999  
 P3 English

Listening

Question Paper

Assessment descriptor
1. Reading Aloud
2. Expression of
3. Picture Description
4. Picture Description

3 E S 0 2

Here is a picture of a library. Study the picture and answer the teacher's questions.

END OF PAPER

U#	0.0%	N.A.
----	------	------

# OIA Reports

SAMPLE

## Speaking Question Paper



## Speaking Marking Scheme

Education Bureau  
Territory-wide System Assessment 20XX  
Primary 3 English Language  
Speaking  
Marking Scheme

### Reading Aloud

BC Descriptor	Score Level	Descriptor
Reading Aloud • Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES)	4	<ul style="list-style-type: none"> <li>Reads fluently and clearly with appropriate pausing and intonation</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	3	<ul style="list-style-type: none"> <li>Reads fluently and clearly</li> <li>Makes very few or no pronunciation mistakes</li> </ul>
	2	<ul style="list-style-type: none"> <li>Reads quite clearly</li> <li>Makes some mistakes in pronunciation</li> </ul>
	1	<ul style="list-style-type: none"> <li>Reads hesitantly with many mistakes in pronunciation</li> <li>Skips words or phrases occasionally</li> </ul>
	0	<ul style="list-style-type: none"> <li>Reads only a few words</li> </ul>

Page 1 of 1

Go to page  Go

<< < 1 > >>

全港百分率 Territory-wide percentage	
	N.A. N.A. N.A. N.A. N.A. N.A.
	N.A. N.A. N.A. N.A. N.A. N.A.
	N.A. N.A. N.A. N.A. N.A. N.A.
	N.A. N.A. N.A. N.A. N.A. N.A.



# Online Item Analysis Report – Teacher User Guide



<http://www.bca.hkeaa.edu.hk>

[Sitemap](#) / [中文](#)

The screenshot shows the homepage of the Basic Competency Assessment (BCA) website. At the top, there is a banner image of students in a classroom. Below the banner, on the left, is the title 'Basic Competency Assessment' in large blue letters. Underneath it, a paragraph explains that the Education Commission (EC) set out detailed proposals for BCA in Chinese Language, English Language, and Mathematics. Below this paragraph, it states that the EC recommended two components: Student Assessment and Territory-wide System Assessment. A 'Learn More' link with a right-pointing arrow is provided. On the right side of the page, there is a login section with fields for 'ID:' and 'Password:', and a 'Login' button. Below the login section is a 'What's New' section. At the bottom, there are three blue boxes with red dashed borders. The first box is for 'SA' (Student Assessment) with an icon of a computer monitor showing a grade 'A' and a 'Learn more' link. The second box is for 'TSA' (Territory-Wide System Assessment) with an icon of colorful letters and numbers and a 'Learn more' link. The third box is for 'Training and Seminars' with an icon of people and a 'Learn more' link.

Technical Support Hotline: 3628 8177

**TSA 2014-2019, 2023-2025\*\***  
**P.3 English Language**  
**(Listening, Reading and Writing)**

Percentage of Primary 3 Students Achieving Basic Competency								
2014	2015	2016	2017	2018	2019	2023	2024	2025
80.3	80.4	81.1	81.1	80.8	79.8	79.5	78.7	83.2

*\*\* Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.*

# Primary 3

## English Language – Speaking

# TSA 2025 Primary 3 Speaking

## Reading Aloud & Expression of Personal Experiences

Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (*Reading Aloud*)

Providing short answers to short and simple questions  
(*Expression of Personal Experiences*)

## Picture Description

Providing short answers to short and simple questions (*Content*)

Pronouncing simple and familiar words comprehensibly  
(*Pronunciation*)



# Speaking Tasks

## Reading Aloud & Expression of Personal Experiences

- Summer Holidays
- English Week
- Playing with Friends
- A Day Out

## Picture Description

- On the Bus
- At Recess
- In the Park
- Helping at Home

# Speaking – Reading Aloud

- ✓ able to read the texts aloud fluently and clearly
- ✓ made very few mistakes in pronunciation

## Areas for Improvement:

- ★ dropped final consonants
- ★ mispronounced words
- ★ pausing and intonation

# Speaking – Reading Aloud

## *Good Performance*

- ✓ able to read a short text aloud fluently and clearly with appropriate pausing and intonation
- ✓ made very few or no pronunciation mistakes
- ✓ able to express appropriate emotions

# Speaking – Reading Aloud

3ES01

## Summer Holidays

dropped final  
consonants

I love my summer holidays very much.

I go swimming with my brother.

We also go to the library together.

My parents want to take us to Japan this year.

I can try some yummy food there!

→ expressed appropriate  
emotion



# Speaking – Reading Aloud

3ES03

## English Week

English Week starts today at school.

We have many activities.

**dropped final  
consonants**

Some students sing songs and play games.

My friend and I write a long story.

We plan and work together.

It is difficult but interesting!

**expressed appropriate  
emotion**

# Speaking – Reading Aloud

3ES05

## Playing With Friends

Tom and Jack are my classmates.

**dropped final  
consonants**

On Sundays, they come to my home.

We play chess and video games.

Sometimes we go to the playground.

Our favourite sport is football.

I like playing with my good friends!

**expressed appropriate  
emotion**



# Speaking – Reading Aloud

3ES07

## A Day Out

**dropped final  
consonants**

Our class teacher **takes** us to Hong Kong Park today.

We see many **birds** **butterflies** and fish. **unable to read**

We play and eat in the **playground**.

I take many nice **photos**. **mispronounced as 'potato'**

**We all have a great time!** → **expressed appropriate  
emotion**

# Speaking – Expression of Personal Experiences

- ✓ able to provide relevant responses to the questions from the oral examiners
- ✓ able to provide relevant answers to Wh-questions
- ★ did not have the vocabulary to express their ideas

## **Good performance**

- ✓ able to provide relevant answers to most of the questions with some elaboration
- ✓ able to respond naturally and readily to the questions



# Speaking – Expression of Personal Experiences

some students had difficulty  
providing the answer

3ES01

- When do you have the summer holidays?
- Where do you go?
- What do you do? able to provide relevant answers
- Who does \_\_\_\_\_ with you? *(The reply the student has given.)*
- Do you like the summer holidays? Why / Why not?
- What other long holidays do you have?
- What is your favourite holiday?
- Do you like short holidays or long holidays? Why?

more able students provided  
elaboration to their answers

# Speaking – Expression of Personal Experiences

3ES03

- What school activities do you have?
- Which one is your favourite?

some students had difficulty providing the answer

*(Complete the following two questions with reference to the answer that the student has given to the second question.)*

- When do you \_\_\_\_\_?
- Where do you \_\_\_\_\_?
- What do you do there?
- Who does it with you?
- How do you feel?
- Do you like school activities? Why / Why not?

able to provide relevant answers

# Speaking – Expression of Personal Experiences

3ES05

- Who is your best friend?
- How old is he/she?
- Where does he/she live?
- What does he/she like to do?
- What subject does he/she like?
- When do you see him/her?
- What do you do with him/her?
- Why do you like him/her?

able to provide relevant answers

some students had difficulty providing the answer

more able students provided elaboration to their answers

# Speaking – Expression of Personal Experiences

3ES07

- How many school outings do you have?
- Which one is your favourite?
- Where do you go?
- How do you go there?
- What do you do there?
- How much time do you stay there?
- How do you feel?
- Do you like school outings? Why / Why not?

some students had difficulty providing the answer

more able students provided elaboration to their answers



# Speaking – Picture Description

- ✓ able to provide natural and relevant responses based on the pictures
- ✓ able to answer Wh-questions despite a few mistakes in pronunciation
- ★ did not have the vocabulary to describe actions
- ★ used inappropriate collocations when answering questions

## *Good performance*

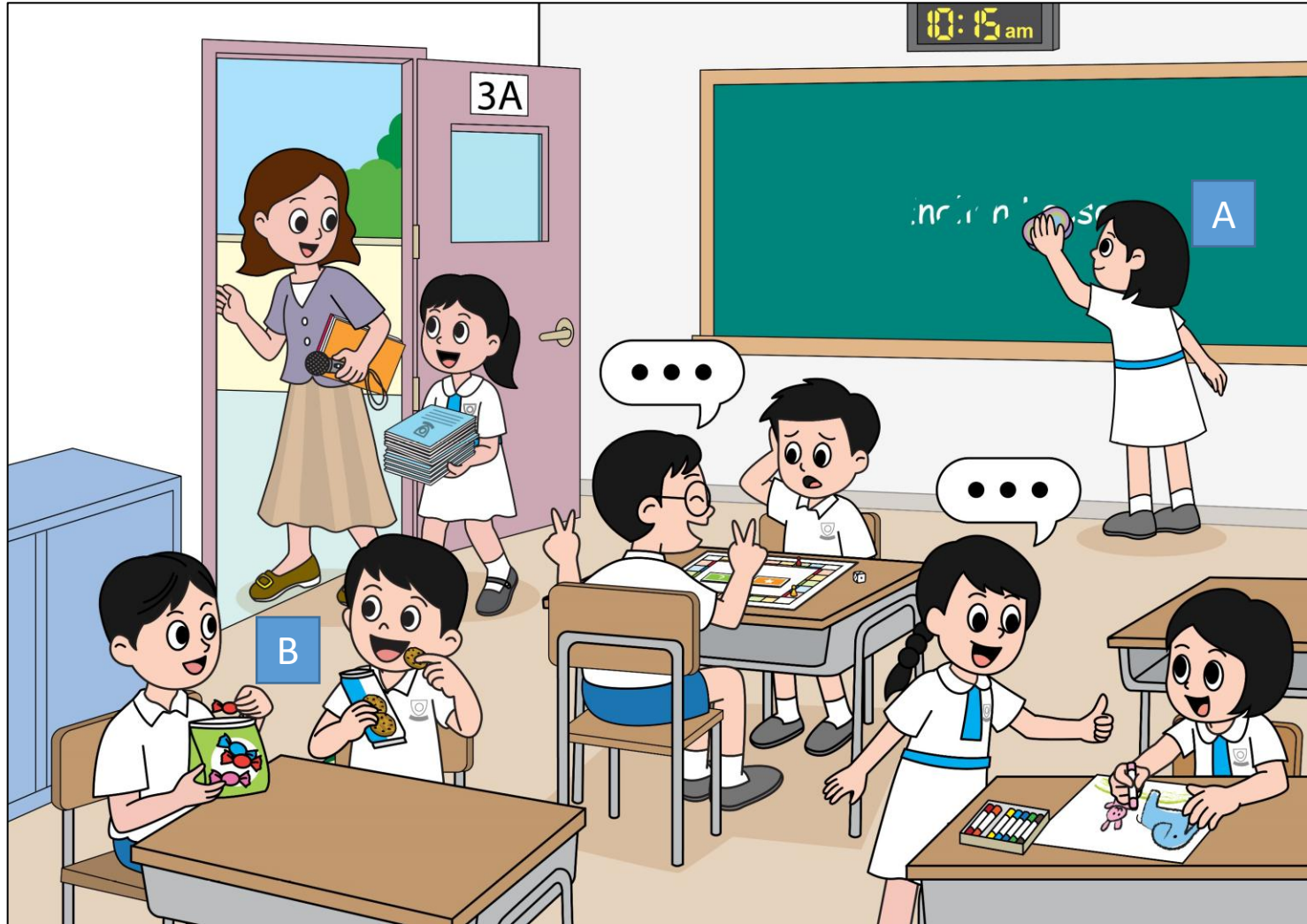
- ✓ provided some elaboration to questions
- ✓ spoke clearly and readily with very few pronunciation mistakes



**A** What does this man say to the girl?  
 😊 able to provide relevant responses

**C** Is it good to do that? Why/ Why not?  
 😞 unable to provide an answer

**B** What is this girl doing?  
 😞 unable to provide an answer



**A** What is this girl doing?

😊 able to provide relevant responses

**B** What are these boys eating?

😊 able to provide relevant responses





**A** How do they feel?

☺ able to provide relevant responses

**B** What is this boy doing?

☹ unable to provide an answer  
(e.g. 'the boy go on the tree' v.s.  
'the boy is climbing up the tree')





A What is John doing?

☹ Used inappropriate collocations  
(e.g. 'wash the floor' v.s. 'mop the floor')

B What does his brother want to do?

☹ Used inappropriate collocations  
(e.g. 'wash the glass' v.s. 'clean the windows')

# Performances of Primary 3 Students in Speaking (2023-2025)

## Strengths

### Reading Aloud

- ✓ able to read most of the texts aloud fluently and clearly
- ✓ made very few pronunciation mistakes

### Expression of Personal Experiences

- ✓ able to provide relevant responses to the questions
- ✓ students with good performance were able to provide elaboration to some questions

### Picture Description

- ✓ able to provide relevant but brief answers on the pictures despite a few pronunciation mistakes
- ✓ students with good performance were able to provide elaboration to some questions

# Performances of Primary 3 Students in Speaking (2023-2025)

## Weaknesses

### Reading Aloud

- ★ made mistakes in pronunciation (e.g. dropped ending consonants, mispronounced words, pausing and intonation)

### Expression of Personal Experiences

- ★ some students needed prompting from Oral Examiners
- ★ had difficulty answering some questions that required a reason

### Picture Description

- ★ some students needed prompting from Oral Examiners
- ★ lack of vocabulary to describe actions

# Conclusion

## Performance of NCS Students in Speaking : very good

### Reading Aloud (RA) & Expression of Personal Experiences (PE)

- ✓ familiar with the topics (RA)
- ✓ able to read the texts aloud fluently and clearly with appropriate pausing and intonation (RA)
- ✓ made very few mistakes in pronunciation (RA)
- ✓ able to provide relevant responses to most of the questions (PE)
- ✓ gave elaboration to some of the questions (PE)

### Picture Description

- ✓ able to provide relevant answers to most of the questions
- ✓ gave elaboration to some of the questions
- ✓ responded to most of the questions naturally and readily
- ✓ spoke clearly and readily with very few mistakes in pronunciation



# Conclusion

## Performance of Participating Students in Speaking : good

### Reading Aloud (RA) & Expression of Personal Experiences (PE)

- ✓ familiar with the topics (RA)
- ✓ able to read the texts aloud fluently and clearly (RA)
- ✓ made very few mistakes in pronunciation (RA)
- ✓ able to provide relevant responses to the questions (PE)
- ★ pausing and intonation: relatively weak for some students (RA & PE)

### Picture Description

- ✓ able to provide relevant answers to the questions despite a few pronunciation mistakes
- ★ had a limited range of vocabulary to describe actions

# Conclusion

## Suggestions for Follow-up in Learning and Teaching

- increase students' awareness of reading the ending consonants
- highlight the use of pausing and intonation
- expand their vocabulary bank
- develop their creativity to predict what the people in the pictures are going to say



# Primary 3

## English Language – Listening

# TSA 2025 Primary 3 (Listening)

## **Basic Competency Descriptors**

Discriminating between common words with a small range of vowel and consonant sounds

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



# Primary 3 Student Performances in TSA 2025

## Listening

Students achieving basic competency 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 connection of ideas with causal relationship
- understand basic differences in intonation and discriminate between common words with a small range of consonant sounds

# TSA 2025

## Primary 3 English Language – Listening

### Listening Tasks

- *Maggie's Kitten (conversation)*
- *The New Cake Shop (conversation)*
- *Open Day (conversation)*
- *At a Supermarket (conversation)*
- *Danny In the Rain (story)*
- *A Thank You Card (conversation)*

## Primary 3 Student Performances in TSA 2025

### Listening

#### Strengths

- ✓ key words: e.g. time, prices, activities, fruits
- ✓ connection of ideas: *e.g. and, but, also*
- ✓ causal relationship: *because*
- ✓ intonation: e.g. *excited, angry*
- ✓ sound discrimination: initial consonants and vowels

#### Weaknesses

- ★ sound discrimination: ending sounds

# 2025 P3 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Items
<b>L2-L-1-P3BC</b> Discriminating between common words with a small range of vowel and consonant sounds	sound discrimination	3EL1 P2 Q8 3EL2/3 P2 Q1,3 3EL2 P1A Q1 3EL1 P2 Q7 3EL3 P1A Q1 3EL1/2 P1B Q1
<b>L2-L-3-P3BC</b> 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	key words	3EL2 P1A Q2 3EL2 P1A Q5 3EL3 P1A Q4 3EL1 P2 Q4
	connection between ideas	3EL3 P1A Q5 3EL2 P1A Q4 3EL2/3 P2 Q2,4 3EL1 P2 Q5
	intonation	3EL1/3 P1A/1B Q5 3EL2/3 P2 Q8



# Primary 3 Student Performances in TSA 2025

## Listening

### Identifying Key Words

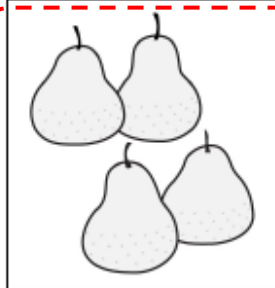
- on familiar topics
- related to daily life experiences

# Key Words

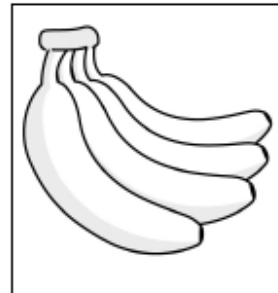
Familiar Topic: 'fruits'

3EL2 P1A Q2

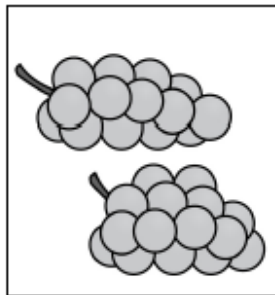
2. What did Mum buy at the supermarket?



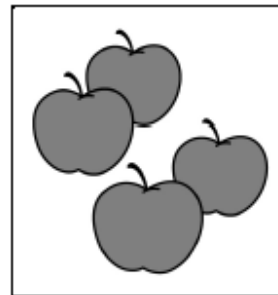
☒ A.



☐ B.



☐ C.



☐ D.

Students were able to

- follow the conversation
- identify 'pears'

distractors

Grandpa:

It is so big! Look at all these bananas, grapes and apples.

Maggie:

Mum bought me some pears yesterday. // (beep)(8-second pause)



## Key Words

Familiar Topic: 'prices'

3EL2 P1A Q5

5. Grandpa has to pay \_\_\_\_\_.

☐ A. \$20

☐ B. \$35

☐ C. \$50

☒ D. \$55

**B: Students were possibly  
distracted by 'thirty-five' and 'dollars'.**

**D: Students were able to**

- follow the conversation
- identify 'fifty-five dollars'

distractors

Grandpa: How much are they?

Maggie: Let me see. This is twenty, thirty-five, so it's fifty, no, fifty-five dollars for everything. // (beep) (8-second pause)

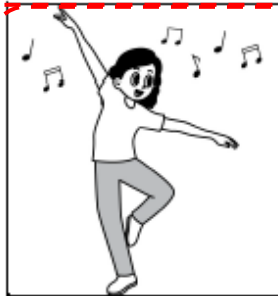


## Key Words

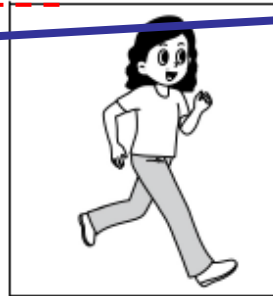
Familiar Topic: 'activities'

3EL3 P1A Q4

4. Maggie's teacher likes \_\_\_\_\_



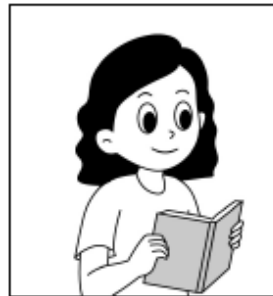
☒ A.



☐ B.



☐ C.



☐ D.

Students were able to

- follow the conversation
- identify 'dancing'

distractors

Dad: That's easy. Think of her hobbies. Does she like reading, running or singing?

Maggie: Ah I know! I can draw a woman dancing. She likes doing that. // (beep)(8-second pause)





**Key Words**

Daily life experiences: 'time'

3EL1 P2 Q4

4. The Open Day started at \_\_\_\_\_.

☐ A. 9:00 am

☐ B. 9:15 am

☒ C. 9:30 am

☐ D. 4:15 pm

→ **B: Students might have missed 'thirty' and were possibly distracted by 'fifteen' in 'four fifteen'.**

→ **C: Students were able to**

- follow the conversation
- identify 'nine thirty in the morning'

distractors

Uncle Tom: Did you like the Open Day?

Maggie:

Yes. It was fun! It started at nine thirty in the morning and finished at four fifteen in the afternoon. *!! (beep)(8-second pause)*



# Primary 3 Student Performances in TSA 2025

## Listening

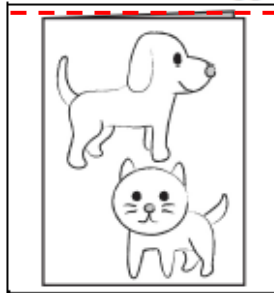
### Understanding the Connection between Ideas

- **using cohesive devices**
- **ideas with causal relationship**

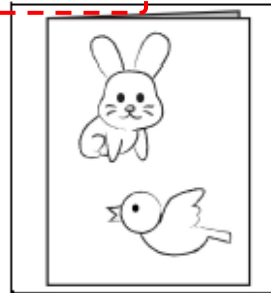
Connection between Ideas: 'and'

3EL3 P1A Q5

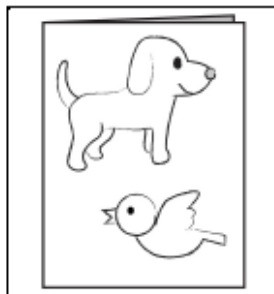
5. What animals can Maggie draw on the card?



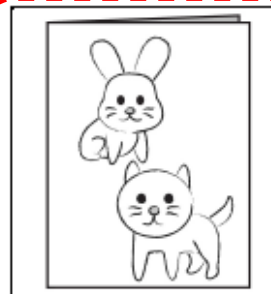
☐ A.



☐ B.



☐ C.



☒ D.

Students were able to understand the ideas linked by 'and'.

distractors

Dad: You can also draw some animals she likes. Does she like dog or birds?

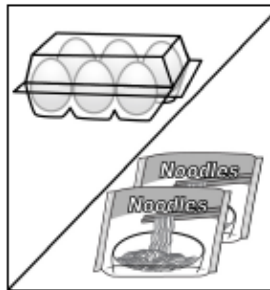
Maggie: No, but she has a cat and a rabbit. I can draw these animals on the card too. // (beep)(8-second pause)



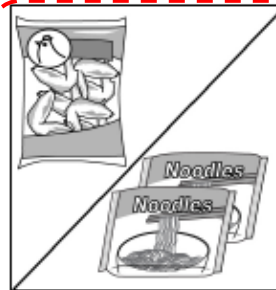
Connection between Ideas: 'and'

3EL2 P1A Q4

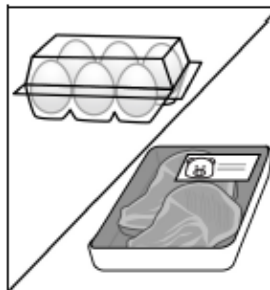
4. Grandpa wants to buy \_\_\_\_\_.



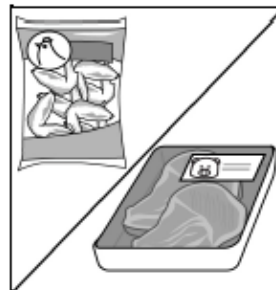
☐ A.



☒ B.



☐ C.



☐ D.

Students were able to understand the ideas linked by 'and'.

distractors

Grandpa: Let me buy some food for dinner tonight.

Maggie: Do you want to make fried egg and pork chops again?

Grandpa: No, I'll make something different. I want to buy some noodles and chicken wings. // (beep) (8-second pause)





**Connection between Ideas: 'because'**

3EL2/3 P2 Q2

2. Why is Danny happy?

- ☐ A. He likes rain.
- ☐ B. He likes to go to school.
- ☒ C. He has a holiday.
- ☐ D. It is windy outside.

**B:** Students might have picked up the word 'school' and misinterpreted 'He likes to go to school' as the reason.

**C:** Students were able to understand the ideas linked by 'because'.

Maggie's mum: 【This morning, it is raining and very windy. When Danny gets up, his sister Tina says, "There's no school today because the weather is too bad." Danny is happy because he has a holiday now.



**Connection between Ideas: 'but'**

3EL2/3 P2 Q4

4. Mum does not let Danny \_\_\_\_\_.

- ☒ A. go to the beach
- ☐ B. meet his classmate
- ☐ C. read books
- ☐ D. play games

**Students were able to understand the ideas contrasted by 'but'.**

distractors

Maggie's mum: But he cannot meet his classmate Matt today. Danny reads books and plays games in his bedroom. He thinks it is exciting to take photos in the rain. He tells Mum he wants to go to the beach but she does not let him go.



Connection between Ideas: 'also'

3EL1 P2 Q5

5. What did Maggie do on the Open Day?

1.



2.



3.



4.



Students were able to understand the ideas linked by 'also'.

distractors

- ☐ A. 1 and 2
- ☐ B. 1 and 3
- ☐ C. 2 and 4
- ☒ D. 3 and 4

Uncle Tom:

What did you do?

Maggie:

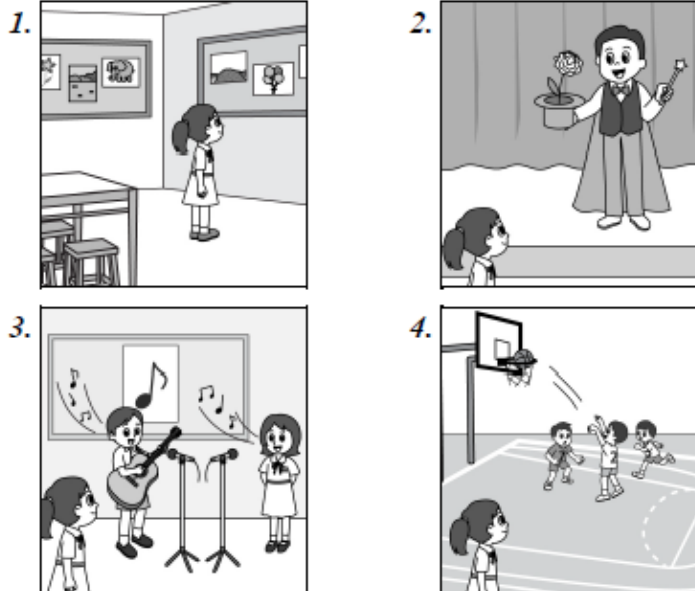
I watched a music show in the music room. I also watched a basketball match in the playground. My parents saw some paintings in the art room.  
# (beep) (8-second pause)



Connection between Ideas: 'also'

3EL1 P2 Q5

5. What did Maggie do on the Open Day?



- ☐ A. 1 and 2
- ☐ B. 1 and 3
- ☐ C. 2 and 4
- ☒ D. 3 and 4

Uncle Tom:

What did you do?

Maggie:

I watched a music show in the music room. I also watched a basketball match in the playground. My parents saw some paintings in the art room. // (beep)(8-second pause)

Uncle Tom:

But Grandpa does not like these

Maggie:

So he went to watch the magic show in the hall. // (beep)(8-second pause)  
A man called Rummy did some magic. // (beep)(8-second pause)

distractors





# Primary 3 Student Performances in TSA 2025

## Listening

### Understanding Basic Differences in Intonation

- e.g. excited
- e.g. angry

**Intonation: 'excited'**

3EL1/3 P1A Q5, P1B Q5

5. How does John feel?



☒ A.



☐ B.



☐ C.



☐ D.

verbal cues:  
**'That's great!'**

John: Very interesting! Can I bring my cat to play with your kitten tomorrow?

Maggie: Sure!

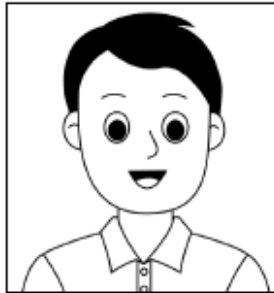
John: **That's great! (excited tone) // (beep) (8-second pause) ]**



**Intonation: 'angry'**

3EL2/3 P2 Q8

8. How does Dad feel?



☐ A.



☒ B.



☐ C.



☐ D.

verbal cues:

"Dad says, 'Bad boy!' "

Maggie's mum: His face, arms and feet get wet. A strong wind comes. Danny falls and hurts his knees. His phone also falls into the water. At that time, Mum and Dad come and bring him home. When they are going home, Dad says, "Bad boy!" (*angry tone*) He does not let Danny play football for a month.



# Primary 3 Student Performances in TSA 2025

## Listening

### **Discriminate between Common Words**

- **initial consonants**
- **ending sounds**
- **vowels**



***Sound Discrimination:***  
**ending sounds**

3EL1 P2 Q8

8. What magic word did he say?

- ☐ A. Rebak
- ☐ B. Rebam
- ☒ C. Rebash
- ☐ D. Rebath

Students were able to discriminate the ending sound in 'Rebash' from 'Rebak', 'Rebam' and 'Rebath'.

Uncle Tom: Did he say any magic words?

Maggie: Yes. He said, 'Rebash!' and took out many balloons from his pocket. //

*(beep)(8-second pause)*



***Sound Discrimination:***  
**ending sounds**

3EL2/3 P2 Q3

3. Danny's classmate is called \_\_\_\_\_.

☐ A. Mak

☐ B. Man

☒ C. Matt

☐ D. Max

Students were able to discriminate the ending sound in 'Matt' from 'Mak', 'Man' and 'Max'.

Maggie's mum: But he cannot meet his classmate Matt today. Danny reads books and plays games in his bedroom. He thinks it is exciting to take photos in the rain. He tells Mum he wants to go to the beach but she does not let him go.



**Sound Discrimination:**  
**ending sounds**

3EL2/3 P2 Q3

3. Danny's classmate is called \_\_\_\_\_.

☐ A. Mak

☐ B. Man

☒ C. Matt

☐ D. Max

**A: Students might not have been able to discriminate between the ending sounds in 'Mak' and 'Matt'.**

**B: Students might not have been able to discriminate between the ending sounds in 'Man' and 'Matt'.**

**C: Students were able to discriminate the ending sound in 'Matt' from 'Mak', 'Man' and 'Max'.**

**D: Students might not have been able to discriminate between the ending sounds in 'Max' and 'Matt'.**

Maggie's mum: But he cannot meet his classmate Matt today. Danny reads books and plays games in his bedroom. He thinks it is exciting to take photos in the rain. He tells Mum he wants to go to the beach but she does not let him go.



**Sound Discrimination:**  
ending sounds

3EL2 P1A Q1

1. What is the name of the supermarket?

☐ A. Bim Bim Supermarket

☒ B. Bip Bip Supermarket

☐ C. Bit Bit Supermarket

☐ D. Biz Biz Supermarket

**A:** Students might not have been able to discriminate between the ending sounds in 'Bim Bim' and 'Bip Bip'.

**B:** Students were able to discriminate the ending sound in 'Bip Bip' from 'Bim Bim', 'Bit Bit' and 'Biz Biz'.

**C:** Students might not have been able to discriminate between the ending sounds in 'Bit Bit' and 'Bip Bip'.

Maggie:

【Grandpa, this is the Bip Bip Supermarket.】Mum brought me here yesterday. // (beep)(8-second pause)





**Sound Discrimination:**  
**initial consonants**

3EL2/3 P2 Q1

1. Danny's sister is called \_\_\_\_\_.

☐ A. Gina

☐ B. Kina

☐ C. Nina

☒ D. Tina

Students were able to discriminate the initial consonant sound in 'Tina' from 'Gina', 'Kina' and 'Nina'.

Maggie's mum: 【This morning, it is raining and very windy. When Danny gets up, his sister Tina says, "There's no school today because the weather is too bad." Danny is happy because he has a holiday now.



**Sound Discrimination:**  
**initial consonants**

3EL1 P2 Q7

7. A man called \_\_\_\_\_ did some magic.

- ☐ A. Fimmy
- ☐ B. Limmy
- ☒ C. Rimmy
- ☐ D. Timmy

**B:** Students might not have been able to discriminate between the initial consonant sounds in 'Limmy' and 'Rimmy'.

**C:** Students were able to discriminate the initial consonant sound in 'Rimmy' from 'Fimmy', 'Limmy' and 'Timmy'.

Maggie:

So he went to watch the magic show in the hall. // (beep)(8-second pause)  
A man called Rimmy did some magic. // (beep)(8-second pause)



**Sound Discrimination:**  
**vowels**

3EL3 P1A Q1

1. Who is Maggie's favourite teacher?

- ☐ A. Miss Kang
- ☐ B. Miss King
- ☒ C. Miss Kong
- ☐ D. Miss Kung

**Students were able to discriminate the vowel sound in 'Kong' from 'Kang', 'King' and 'Kung'.**

Dad: 【What are you doing, Maggie?

Maggie: Dad, I'm drawing a thank you card for my favourite teacher Miss Kong.//  
(beep)(8-second pause)



**Sound Discrimination:**  
**vowels**

3EL1/2 P1B Q1

1. What is the name of the new cake shop?

- ☒ A. Tammy Cake Shop
- ☐ B. Timmy Cake Shop
- ☐ C. Tommy Cake Shop
- ☐ D. Tummy Cake Shop

**A:** Students were able to discriminate the vowel sound in 'Tammy' from 'Timmy', 'Tommy' and 'Tummy'.

**B:** Students might not have been able to discriminate between the vowel sounds in 'Timmy' and 'Tammy'.

**C:** Students might not have been able to discriminate between the vowel sounds in 'Tommy' and 'Tammy'.

Maggie: 【Dad, can I have a chocolate cake for breakfast tomorrow?

Dad: Sure, Maggie.

Maggie: There's a new cake shop called Tammy Cake Shop. // (beep)(8-second pause)



## Conclusion

### **Performance of Participating Students in Listening: very good**

- ✓ able to identify key words on familiar topics / related to daily life experiences
- ✓ able to identify the connections of ideas using cohesive devices and with casual relationship (e.g. *and, but, also, because*)
- ✓ able to understand basic differences in intonation (e.g. *excited, angry*)
- ✓ able to discriminate words with a small range of consonant sounds



## Conclusion

### **Performance of Students with SEN in Listening: good**

- ✓ able to identify key words on familiar topics / related to daily life experiences
- ✓ able to identify the connections between ideas using cohesive devices and with casual relationship (e.g. *and*, *but*, *also*, *because*)
- ✓ able to understand basic differences in intonation (e.g. *excited*, *angry*)
- ✓ able to discriminate words with a small range of consonant sounds

For General  
Students

For Students  
with SEN

### **Suggestions for Follow-up in Learning and Teaching**

- improve students' awareness of a small range of ending sounds

# Primary 3

## English Language – Writing

# TSA 2025 Primary 3 Writing

## **Basic Competency Descriptors**

Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues

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

## 2025 P3 Exemplar Items (Writing)

Basic Competency Descriptor	Writing Paper	Exemplars
<p>L2-W-3-P3BC (Content) Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues</p> <p>L2-W-4-P3BC (Language) 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</p>	3ERW1 (Personal Description)	1-2 3-4 (Good Performance)
	3ERW2 (Story Writing)	5-6 7-8 (Good Performance)
	3ERW3 (Letter Writing)	9-10 11-12 (Good Performance)

# TSA 2025 – Things I Do at My Favourite Festival

3ERW1 P4

Students wrote about things they did at their favourite festival.

## Part 4

*You are writing about the things you do at your favourite festival.*

Write about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

e.g. Christmas



Mid-Autumn Festival





# Primary 3 Student Performances in TSA 2025

## Writing Marking Scheme (Things I Do at My Favourite Festival)

Education Bureau  
Territory-wide System Assessment 2025  
Primary 3 English Language  
Reading and Writing  
Marking Scheme

Things I Do  
at My Favourite Festival

Part 4

Score Level	Content	Language
3	<ul style="list-style-type: none"> <li>The ideas/responses to the questions are relevant, some supporting details are given.</li> <li>The ideas are clear and coherent.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes</li> </ul> <p><i>*errors that do not affect comprehension</i></p>
2	<ul style="list-style-type: none"> <li>The ideas/responses to the questions are brief* and relevant to the questions.</li> <li>The ideas are quite clear.</li> </ul> <p>* almost no supporting details</p>	<ul style="list-style-type: none"> <li>Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes</li> </ul> <p><i>* responds to the questions with basic and appropriate vocabulary and sentence patterns</i></p>
1	<ul style="list-style-type: none"> <li>The ideas/responses to the questions are very limited.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>The ideas/responses are unclear or disconnected, which may confuse the reader.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Some ideas/responses to the questions are irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes</li> </ul>
0	<ul style="list-style-type: none"> <li>The ideas are totally irrelevant/incomprehensible.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>The ideas/responses to the questions are just a repetition of the questions/prompts.</li> </ul>	<ul style="list-style-type: none"> <li>The language is incomprehensible.</li> </ul>
U	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>

Primary 3 Student Performances in TSA 2025  
Writing (Things I Do at My Favourite Festival) – **Content**

Providing Relevant Ideas to the Questions

What is your favourite festival?

- My favourite festival is Christmas.
- My favourite festival is Mid-Autumn Festival.

Where do you go?

- I go to the park with my family.
- I went to Happy shopping mall.
- I go to my friends house.

Primary 3 Student Performances in TSA 2025  
Writing (Things I Do at My Favourite Festival) – **Content**

Providing Relevant Ideas to the Questions

Who do you go there with?

- I go there with my family.
- I go there with my mum, dad and sister.

What do you do?

- I took a picture with my mum.
- I ate some mooncakes and look at the moon.

## Primary 3 Student Performances in TSA 2025 Writing (Things I Do at My Favourite Festival) – **Content**

### Providing Relevant Ideas to the Questions

How do you feel? Why?

- It is a good day. I feel happy.
- We felt tired but very happy.

Primary 3 Student Performances in TSA 2025  
Writing (Things I Do at My Favourite Festival) – **Language**

**Using Vocabulary Related to the Topic**

- (adjectives) happy, yummy, fun
- (verbs) see, buy, play
- (nouns) mooncake, lanterns, Christmas tree, moon



Primary 3 Student Performances in TSA 2025  
Writing (Things I Do at My Favourite Festival) – **Language**

**Using a Limited Range of Cohesive Devices**

- I feel happy because I can buy my favourite toy.
- It is so fun and we laugh together.

Primary 3 Student Performances in TSA 2025  
Writing (Things I Do at My Favourite Festival) – **Language**

**Providing Short and Simple Sentences**

- I go to the park with my family.
- We had a nice day.
- We eat mooncake and some food.
- I like Mid-Autumn Festival.

## Primary 3 Student Performances in TSA 2025 Writing (Things I Do at My Favourite Festival) – **Language**

- errors in verb forms (*e.g. We are go to eat some food.*)
- wrong punctuation marks (*e.g. I went to the mall, we bought a lot of things.*)
- wrong capitalisation (*e.g. ...we sing Christmas Carol.*)
- errors in the usage of prepositions (*e.g. I watch TV at three o'clock to four o'clock.*)
- spelling mistakes on common words related to the topic (*e.g. lanterns/lantens, gifts/gives, hamburger/humburger*)

# TSA 2025 (Things I Do at My Favourite Festival)

## Exemplar 1

3ERW1 P4

Things I Do at My Favourite Festival

[Today <sup>1</sup> is Mid-Autumn Festival] ◆

Where do you go? ← [I go <sup>1</sup> to the park with my family.] → Who do you go there with?

What do you do? ← [We <sup>1</sup> looking the moon because the moon <sup>1</sup> is very big.] →

[Then we <sup>1</sup> eat the mooncake in there. We feel tired but very happy.] → How do you feel? Why?

<sup>1</sup>

### Content:

- <sup>1</sup> Provides brief and relevant ideas to the questions

### Language:

- ◆ Uses a limited range of vocabulary: *park, family, moon, big, eat, mooncake, feel, tired, happy*
- .... Writes short and simple sentences: *I go to the park with my family. ... Then we eat the mooncake in there.*
- Uses some cohesive devices: *because, Then, but*
- ▲ Makes some grammatical mistakes: *We looking the moon ... Then we eat the mooncake in there.*
- ◆ Misses a punctuation mark: *Today is Mid-Autumn Festival(.)*

Things I Do at My Favourite Festival

My favourite festival is Christmas. Sometimes,  
I go to my friends house.

✓ Provides brief and relevant ideas to the questions

I go to my friends house with my mom. I always  
play with them. Sometimes, I have a sleepover with  
them!

✓ Uses a limited range of vocabulary, sentence patterns and/or cohesive devices with some grammatical mistakes

I feel happy at Christmas. I like Christmas  
because I always get gifts!



Primary 3 Student Performances in TSA 2025  
Writing (Things I Do at My Favourite Festival) – Good Performance

Content

- ✓ providing relevant ideas to the questions with some supporting details
- ✓ clear and coherent ideas

## Primary 3 Student Performances in TSA 2025

### Writing (Things I Do at My Favourite Festival) – Good Performance Language

- ✓ using a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor, few or no grammatical and spelling mistakes

# TSA 2025 (Things I Do at My Favourite Festival) Exemplar 3

## Good Performance

### Student Exemplar 7

What is your favourite festival?

Where do you go?

Who do you go there with?

What do you do?

How do you feel? Why?

**Things I Do at My Favourite Festival**

1 My favourite festival is Christmas. On that day my family and I went to the mall. We bought a lot of things.

1 When we were done shopping, we went to see the Christmas lights. It was very beautiful.

1 Then it was dinner time, so we went home.

1 When we got back home, my mum made a homemade apple pie. It was so yummy.

1 Now it is bed time. I felt so happy today because I had a lot of fun with my family.

#### Content:

- 1 Provides relevant ideas to the questions with some supporting details

#### Language:

- ◆ Uses a small range of vocabulary: family, bought, done shopping, Christmas lights, beautiful, dinner time, went home, got back home, made, homemade apple pie, yummy, bed, happy, today, fun
- \*\*\*\* Uses a small range of sentence patterns: When we were done shopping, we went to see the Christmas lights, ... I felt so happy today because I had a lot of fun with my family.
- Uses some cohesive devices: and, When, Then, so
- ▲ Makes a few grammatical mistakes: ...when went got back home, my mum made a homemade pie, ...
- Makes one spelling mistake: because (beacuse)
- ◆ Uses wrong capitalisation and punctuation mark: ', ' (', '), on (On), we (We), when (When), it (It)

# TSA 2025 (Things I Do at My Favourite Festival) Exemplar 4

## Good Performance

### Things I Do at My Favourite Festival

My favourite festival is Christmas. I like it because I like getting present from santa.

✓ The ideas to the questions are relevant with some supporting details.

At Christmas, I usually go to the shopping mall near my home with my mom. I see Christmas light in there. I also take photos with santa too.

There are a big Christmas tree there, so we take photos. I took a lot of photos that day and we had a lot of fun.

Christmas was a lot of fun. I can't wait for the next Christmas!

# TSA 2025 – Going to the Zoo

3ERW2 P4

Students wrote a story about Sue and her dad.

## Part 4

*You are writing a story about Sue and her dad.*

Look at the pictures and write the story in about 30 words.

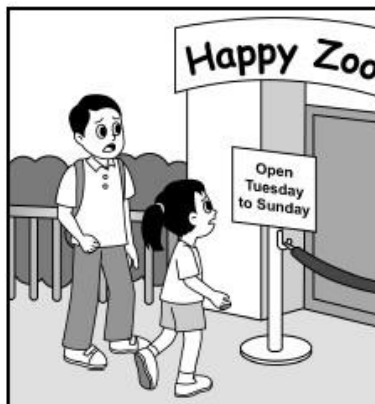
- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.



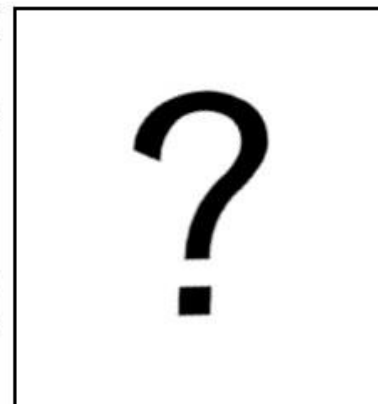
school holiday



bus / photos



closed / sad





# Primary 3 Student Performances in TSA 2025

## Writing Marking Scheme (Going to the Zoo)

Education Bureau  
Territory-wide System Assessment 2025  
Primary 3 English Language  
Reading and Writing  
Marking Scheme

Going to the Zoo

### Part 4

Score Level	Content	Language
3	<ul style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures, with some supporting details</li> <li>The description is clear and coherent.</li> <li>Provides an ending to the story</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes <i>* errors that do not affect comprehension</i></li> </ul>
2	<ul style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures, with almost no supporting details</li> <li>The description is quite clear.</li> <li>May provide an ending to the story</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes <i>* uses the given prompts to write with basic and appropriate vocabulary and sentence patterns</i></li> </ul>
1	<ul style="list-style-type: none"> <li>The ideas used to write the story are very limited.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>The story is unclear or disconnected, which may confuse the reader.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>The story might have some irrelevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes</li> </ul>
0	<ul style="list-style-type: none"> <li>The ideas are totally irrelevant/incomprehensible.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>The ideas are just a repetition of the prompts.</li> </ul>	<ul style="list-style-type: none"> <li>The language is incomprehensible.</li> </ul>
U	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>

# Primary 3 Student Performances in TSA 2025

## Writing (Going to the Zoo)

### Content

- ✓ a familiar topic to students
- ✓ writing a short story with word prompts '*school holiday*', '*bus / photos*' and '*closed / sad*'
- ✓ providing a story about Sue and her dad
- ✓ providing a description – quite clear
- ✓ providing an ending to the story

## Primary 3 Student Performances in TSA 2025 Writing (Going to the Zoo) – **Content**

### Providing Ideas Based on Pictures and Word Prompts

- Today is Sue school holiday. Her dad want to take her to Happy Zoo.

Picture 1



school holiday

# Primary 3 Student Performances in TSA 2025

## Writing (Going to the Zoo) – **Content**

### Providing Ideas Based on Pictures and Word Prompts

- First, they by bus to Happy Zoo, on the bus they take some photos.

Picture 2



bus / photos

## Primary 3 Student Performances in TSA 2025 Writing (Going to the Zoo) – **Content**

### Providing Ideas Based on Pictures and Word Prompts

- Then, they go on Happy zoo but it closed, so they are sad.

Picture 3



closed / sad



## Primary 3 Student Performances in TSA 2025 Writing (Going to the Zoo) – **Content**

### Providing an Ending to the Story

- They go home and watch TV. They feel happy.
- Then they go to the cinema and watch the movie about animals.
- In the end, they go shopping and buys a lion toy to play at home together.

Primary 3 Student Performances in TSA 2025  
Writing (Going to the Zoo) – **Language**

**Using Vocabulary Related to the Topic**

- (Time words): Today, One day
- (adjectives): unhappy, sad, excited
- (verbs): felt, watch
- (nouns): movie, home

Primary 3 Student Performances in TSA 2025  
Writing (Going to the Zoo) – **Language**

**Providing Short and Simple Sentences**

- Today is school holiday, Sues' Dad want to go to the Happy Zoo.
- I go to Happy Zoo but it is closed.
- Sue and her dad are sad.

## Primary 3 Student Performances in TSA 2025 Writing (Going to the Zoo) – **Language**

### Using a Limited Range of Cohesive Devices

- Sue and her dad are at home.
- Then, they go to the Happy Zoo.
- They are sad because they cannot see the lion and pandas.
- In the end, they go home.

Primary 3 Student Performances in TSA 2025  
Writing (Going to the Zoo)

Language

- errors in the use of singular and plural nouns (*e.g. They took a photos.* )
- literal translation from Chinese (*e.g. We by 399 bus to Happy Zoo.*)
- errors in the usage of prepositions (*e.g. The zoo open on Tuesday to Sunday.*)
- spelling mistakes (*e.g. thing/think, buy bus/by bus, again/agin*)




- ✓ Provides a factual account of the story with almost no supporting details
- ✓ Provides an ending to the story


School Holiday, Sue  
to go to the Happy Zoo. They by bus  
to Happy Zoo. in the bus they take  
some photos. but go to Happy Zoo then  
no today is no open. They feel sad because  
they can't go to the Happy Zoo.  
In the end, Sue and her dad go  
to the park. her dad buy some cold  
apple juice to drink in the park.


- ✓ Uses a limited range of vocabulary, sentence patterns and cohesive devices with some grammatical and spelling mistakes

# TSA 2025 (Going to the Zoo)

## Exemplar 6

1 [Today Sue and her dad is going to Happy Zoo to  
saw the pandas.] → 

1 [They took the bus, in the bus they took photos of  
Sue.] → 

1 [They went to the Zoo and it was closed Sue and her  
dad was sad.] → 

2 [At last they watched TV at home, they watched cartoon.]

### 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: *Today, pandas, took, watched, cartoon*
- .... Writes short and simple sentences: *At last they watched TV at home, they watched cartoon.*
- Uses a limited range of cohesive devices: *and, At last*
- ▲ Makes some grammatical mistakes: *Today Sue and her dad is going to Happy Zoo to saw the pandas...in the bus they took photos of Sue.*
- ◆ Uses wrong capitalisation and punctuation mark / misses punctuation marks: *‘,’ (‘.’), Zoo (zoo), ...it was closed (.), At last(,), ‘they’ (‘They’)*

# TSA 2025 (Going to the Zoo)

## Exemplar 7

### Good Performance

✓ Provides some supporting details and an ending to the story

Today was the school holiday, Sue, and her dad decided to go to the Happy Zoo. She was excited.

When they got on the bus, they took some photos, 'Say cheese!' said dad. When they got off the bus, they were walking, but Sue was not sure if it was open on Monday. She was very confused. But she began to keep walking towards the zoo.

When they got to the zoo, they realized that the zoo was going to open on Tuesday, it was closed, they felt sad.

But Dad had an idea, dad said, 'I know what we could do, we can use our building blocks to build a zoo ourselves!' said Dad. So they went back home and play with their building blocks, they felt happy again.

✓ Uses a small range of vocabulary, sentence patterns and cohesive devices

TSA 2025 (Going to the Zoo)

Exemplar 8

Good Performance

✓ Provides some supporting details and an ending to the story

✓ Uses a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes

Today is June 10th. Today is a school holiday. Sue is reading a book about animals. Sue's dad says, "Do you want to go to Happy Zoo?" Sue said, "yes, I want to go there!" Then they leave the house.

Then they jumped on the bus. Dad took photos. He said 'cheese!' Then they all have fun.

When they arrived, they were sad that Happy Zoo was closed. "Don't worry!" said Dad. "we can go to another place!" Then Sue feels happy. Then they jumped on the bus to go to their next adventure.

END OF PAPER

# TSA 2025 – My Favourite Time at School

3ERW3 P4

Students wrote a letter to her friend Jenny about her favourite time at school.

## Part 4

*Anna is writing a letter to her friend Jenny about her favourite time at school.*

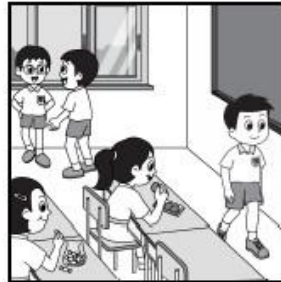
You are Anna. Write the letter in about 30 words.

You may use the following questions and pictures to help you. You may also use your own ideas.

- ◆ What is your favourite time at school?
- ◆ Where do you go?
- ◆ What do you do?
- ◆ Who do you do it with?
- ◆ Why do you like it?

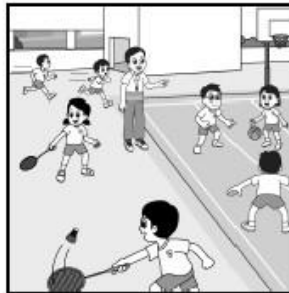
e.g.

recess time



e.g.

P.E. lessons





# Primary 3 Student Performances in TSA 2025

## Writing Marking Scheme (My Favourite Time at School)

Education Bureau  
Territory-wide System Assessment 2025  
Primary 3 English Language  
Reading and Writing  
Marking Scheme

My Favourite Time at School

### Part 4

Score Level	Content	Language
3	<ul style="list-style-type: none"> <li>The ideas/responses to the questions are relevant, some supporting details are given.</li> <li>The ideas are clear and coherent.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes</li> </ul> <p><i>*errors that do not affect comprehension</i></p>
2	<ul style="list-style-type: none"> <li>The ideas/responses to the questions are brief* and relevant to the questions.</li> <li>The ideas are quite clear.</li> </ul> <p><i>* almost no supporting details</i></p>	<ul style="list-style-type: none"> <li>Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes</li> </ul> <p><i>* responds to the questions with basic and appropriate vocabulary and sentence patterns</i></p>
1	<ul style="list-style-type: none"> <li>The ideas/responses to the questions are very limited.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The ideas/responses are unclear or disconnected, which may confuse the reader.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Some ideas/responses to the questions are irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes</li> </ul>
0	<ul style="list-style-type: none"> <li>The ideas are totally irrelevant/incomprehensible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The ideas/responses to the questions are just a repetition of the questions/prompts.</li> </ul>	<ul style="list-style-type: none"> <li>The language is incomprehensible.</li> </ul>
U	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>

Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – **Content**

Providing Relevant Ideas to the Questions

What is your favourite time at school?

- My favourite time at school is recess.
- My favourite time at school is PE lessons.

Where do you go?

- I go to the canteen.
- Sometimes I stay in the classroom.

## Primary 3 Student Performances in TSA 2025 Writing (My Favourite Time at School) – **Content**

### Providing Relevant Ideas to the Questions

What do you do?

- I share snacks.
- I play games with my friends.

Who do you do it with?

- I talk to Ken.
- I eat sweets with my friends.

Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – **Content**

Providing Relevant Ideas to the Questions

Why do you like it?

- I like to play football because it is fun.
- I like PE lessons because we can play badminton and basketball.

Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – **Language**

Using Vocabulary Related to the Topic

- (adjectives): yummy, happy, fun
- (verbs): eat, run, talk, play
- (nouns): friends, games, football



Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – **Language**

Using a Limited Range of Cohesive Devices

- My favourite time at school is recess because I love to eat snacks.
- I run and jump.
- We talk to friends too.

Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – **Language**

Providing Short and Simple Sentences

- My favourite time is recess time.
- I will go to the playground.
- I run with Kelly. It is fun.
- I chat with Kenny. I like him very much.

## Primary 3 Student Performances in TSA 2025 Writing (My Favourite Time at School) – **Language**

- wrong capitalisation (e.g. *At recess time, We ate some cookies.*)
- incorrect expressions (e.g. *... I with my friend talk to and eating sweets.*)
- spelling mistakes on common words related to the topic (e.g. *badminton/bedminten, helpful/helpfull*)

# TSA 2025 (My Favourite Time at School)

## Exemplar 9

17<sup>th</sup> June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

What is your favourite time at school? [1] My favorite time is recess time at school. Sometimes I go [1] to the playground and sometimes I stay in the classroom. I share [1] snacks? I play games with my good friends. It is because that games [1] is fun, I like it. Do you like play games with friends? I like.

Who do you do it with? [1]

Why do you like it? [1]

Where do you go? [1]

What do you do? [1]

### Content:

- [1] Provides brief and relevant ideas to the questions

### Language:

- ◆ Uses a limited range of vocabulary: *Sometimes, stay, classroom, share, snacks, games, friends, fun*
- .... Writes short and simple sentences: *My favorite time is recess time at school. ...I play games with my good friends.*
- ~ Uses a limited range of cohesive devices: *and, because*
- ▲ Makes some grammatical mistakes: *It is because that games is fun, I like it. Do you like play games with friends? I like.*
- Makes one spelling mistake: *play groud (playground)*
- ◆ Uses a wrong punctuation mark: *',' (':')*

17<sup>th</sup> June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

My favourite time at school is recess time. I stay in my classroom to chat and play some games at recess time with my friends. I like recess time because I can relax and play some fun games with my friends.

✓ Provides brief and relevant ideas to the questions

Your friend,  
Anna

END OF PAPER

✓ Uses a limited range of vocabulary, sentence patterns and/or cohesive devices



Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – Good Performance

**Content**

- ✓ providing relevant ideas to the questions with some supporting details
- ✓ clear and coherent ideas

Primary 3 Student Performances in TSA 2025  
Writing (My Favourite Time at School) – Good Performance

**Language**

- ✓ using a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor, few or no grammatical and spelling mistakes

# TSA 2025 (My Favourite Time at School)

## Exemplar 11

### Good Performance

17<sup>th</sup> June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

1 My favourite time at school is recess, because I can  
1 attend a lot of different recess activities. Sometimes,  
1 I go to the Art-room to draw, sometimes I just  
1 eat my snacks with my friends near the Firefly Stage. I also like to do many different sports  
1 during recess because it is fun and helps me stay healthy.  
1

What's your favourite time of school? Write to me soon!

What is your favourite time at school?

Where do you go?

Why do you like it?

What do you do?

Who do you do it with?

#### Content:

- 1 Provides relevant ideas to the questions with some supporting details

#### Language:

- ◆ Uses a small range of vocabulary: *attend, different, activities, Sometimes, draw, eat, snacks, friends, near, Stage, during, fun, helps, stay healthy*
- .... Uses a small range of sentence patterns: *My favourite time at school is recess, because I can attend a lot of different recess activities. ... I also like to do many different sports during recess because it is fun and helps me stay healthy.*
- Uses some cohesive devices: *because, also, and*
- ▲ Makes one grammatical mistake: *What's your favourite time of school?*
- Makes one spelling mistake: *Art-room (Art Room)*

## Good Performance

17<sup>th</sup> June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

My favourite time at school is recess because we can walk, talk and eat in recess. I go to the vending machine to buy some snacks.

I seldom play skipping ropes with my friend. His name is Tapas he is smart and kind. He knows better English than me. I like it because he tells funny jokes that makes everyone laughs.

Your friend,  
Anna

✓ Provides brief and relevant ideas to the questions with some supporting details

✓ Uses a limited range of vocabulary, sentence patterns and/or cohesive devices

# Performances of Primary 3 Students in Writing (2023-2025)

## Strengths

For General  
Students

### Story Writing

- ✓ ideas – quite clear, brief and relevant
- ✓ an ending provided
- ✓ vocabulary related to the topic
- ✓ cohesive devices: *and, then, because*

### Letter Writing & Personal Description (mind-map)

- ✓ relevant ideas
- ✓ cohesive devices : *and, also, too, because*
- ✓ vocabulary related to the topic

## Weaknesses

- ★ elaboration of ideas
- ★ grammatical and spelling mistakes
- ★ a limited range of vocabulary



# Conclusion

For General  
Students



## Performance of Participating Students in Writing : satisfactory

	For General Students	For more capable students
<b>Content</b> (Personal Description & Letter Writing)	✓ brief and relevant ideas ✓ <b>almost no supporting details</b>	✓ clear and coherent ideas ✓ <b>some supporting details</b>
<b>3EW1</b> (Things I Do at My Favourite Festival)	e.g. I go to the shopping mall with my family.	e.g. I go to the shopping mall with my family. <b>We buy a lot of things.</b>
<b>3EW3</b> (My Favourite Time at School)	e.g. I like to have PE lessons. We play ... ..	e.g. We start the PE lessons <b>by doing some exercise first.</b> <b>Then</b> , we play... ..

# Conclusion

For General  
Students


## Performance of Participating Students in Writing : satisfactory

	For General Students	For more capable students
<b>Content</b> (Story Writing)	<ul style="list-style-type: none"> <li>✓ a factual account of the story</li> <li>✓ description: <b>quite clear</b></li> <li>✓ may or may not provide an ending</li> </ul>	<ul style="list-style-type: none"> <li>✓ a factual account of the story <b>with some supporting details</b></li> <li>✓ description: <b>clear and coherent</b></li> <li>✓ with an ending to the story</li> </ul>
	<p>e.g. Her dad want to take her to Happy Zoo. Sue is very happy.</p>	<p>e.g. <b>Sue is reading a book about animals because she likes animals. Dad knows Sue likes animals, so Dad goes to the Happy Zoo with Sue today. ...</b></p>
	<p>e.g. In the end, they go home.</p>	<p>e.g. In the end, they go home and <b><u>watch TV and eat ice lolly together. They feel happy now.</u></b></p>

# Conclusion

For General  
Students

## Performance of Participating Students in Writing : satisfactory

	For General Students	For more capable students
<b>Language</b> (ALL)	<ul style="list-style-type: none"> <li>✓ a very limited range of vocabulary, sentence patterns and/or cohesive devices</li> <li>✓ common grammatical or spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>✓ a small range of <b>vocabulary</b>, sentence patterns and/or <b>cohesive devices</b></li> <li>✓ minor, few or no grammatical or spelling mistakes</li> </ul>
 <p>closed / sad</p>	<p>e.g. The Happy Zoo is closed. Sue is sad.</p>	<p>e.g. <b>When</b> they <b>arrived</b> to Happy Zoo, it was closed <b>because</b> the zoo only opens on Tuesday to Sunday. ...</p>

# Conclusion

For General  
Students

## Performance of Participating Students in Writing : satisfactory

	For General Students	For more capable students
<b>Content</b> (Personal Description & Letter Writing)	✓ brief and relevant ideas ✓ almost no supporting details	✓ <b>clear</b> and <b>coherent</b> ideas ✓ <b>some supporting details</b>
<b>Content</b> (Story Writing)	✓ a factual account of the story ✓ description: quite clear ✓ may or may not provide an ending	✓ a factual account of the story ✓ description: <b>clear</b> and <b>coherent</b> ✓ <b>with an ending</b> to the story
<b>Language</b> (ALL)	✓ a very limited range of vocabulary, sentence patterns and/or cohesive devices ✓ common grammatical or spelling mistakes	✓ <b>a small range of vocabulary, sentence patterns and/or cohesive devices</b> ✓ <b>minor, few or no grammatical or spelling mistakes</b>

# Conclusion

## Performance of NCS Students in Writing : satisfactory

	For NCS Students
<b>Content</b> (Personal Description & Letter Writing)	✓ quite clear → <b>coherent</b> ideas ✓ with almost no → <b>some supporting details</b>
<b>Content</b> (Story Writing)	✓ a factual account of the story ✓ description: quite clear → <b>coherent</b> ✓ no ending to the story → <b>an ending</b> to the story
<b>Language</b> (ALL)	✓ a limited range → <b>small range of vocabulary, sentence patterns and/or cohesive devices</b> ✓ common grammatical or spelling mistakes → <b>minor, few grammatical or spelling mistakes</b>



# Conclusion

## Students with SEN in Writing : room for improvement

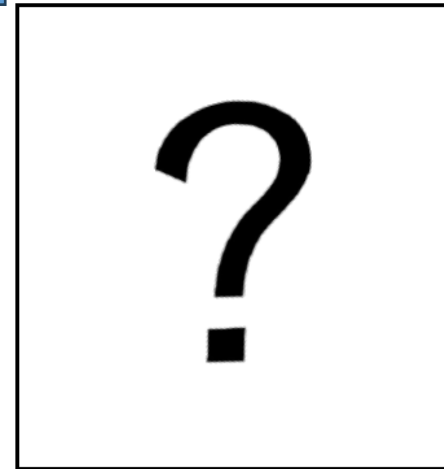
	For Students with SEN
<b>Content</b> (Personal Description & Letter Writing)	✓ unclear/limited → <b>brief</b> and <b>relevant</b> ideas ✓ with almost no → <b>some supporting details</b>
<b>Content</b> (Story Writing)	✓ limited ideas → a factual account of the story ✓ unclear/disconnected story → a <b>clear description</b> ✓ no ending to the story → <b>an ending</b> to the story
<b>Language</b> (ALL)	✓ a very limited range → <b>limited range of vocabulary, sentence patterns and/or cohesive devices</b> ✓ common grammatical or spelling mistakes → <b>awareness</b> of spotting out their own mistakes

# Conclusion

## Suggestions for Follow-up in Learning and Teaching

- expose students to a wider variety of vocabulary
- expand their vocabulary bank
- **expand on the prompts provided and elaborate on their ideas**

e.g. 3ERW2 Picture Writing: Going to the Zoo



# Primary 3

## English Language – Reading

# TSA 2025 Primary 3 (Reading)

## **Basic Competency Descriptor**

Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

# Primary 3 Student Performances in TSA 2025

## Reading

Students achieving basic competency 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 between ideas with causal relationship
- understand the connection of ideas in the posters
- understand the connection of ideas by following pronoun references in the diaries and the story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues in the stories



# TSA 2025

## Primary 3 English Language – Reading

### Reading Tasks:

- *Drawing Competition (poster)*
- *Jenny's New Teachers (diary)*
- *May and Alice (story)*
- *Summer Party (poster)*
- *My Grandpa (diary)*
- *Let's Clean Up the Zoo! (story)*

## Primary 3 Student Performances in TSA 2025 Reading

### Strengths

- ✓ key words: e.g. *time, venues, activities*
- ✓ connection between ideas: e.g. *and, but, because*
- ✓ pronoun references: e.g. *them*
- ✓ unfamiliar words: '*pleased*', '*camel*'

### Weaknesses

- ★ pronoun references: e.g. *them*

## 2025 P3 Exemplar Items (Reading)

Basic Competency Descriptor	Question Intents	Items
<b>L2-R-5-P3BC</b> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	key words	3ERW1/2 P3 Q4 3ERW2 P1 Q1 3ERW1 P2 Q7 3ER1/3 P1 Q4 3ERW1/2 P3 Q5

## 2025 P3 Exemplar Items (Reading)

Basic Competency Descriptor	Question Intents	Items
<b>L2-R-5-P3BC</b> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	connection between ideas	3ERW1/3 P1 Q3 3ERW2/3 P2 Q2 3ERW1/2 P3 Q3 3ERW1 P2 Q3 3ERW1/2 P3 Q1
	unfamiliar words	3ERW1/2 P3 Q8 3ERW3 P3 Q7

# **Primary 3 Student Performances in TSA 2025**

## **Reading**

### **Recognising Key Words**

- **on familiar topics**
- **on topics related to daily life experiences**



## Key Words

### Related to Daily Life Experiences: 'time'

3ERW1/2 P3 Q4

Jenny is reading a story.

Read the story.

#### May and Alice

May and Alice are in the same class. Alice always has a lot of fun ideas and makes her classmates happy. She teaches them how to use pencils and rulers to draw pictures on their erasers. They all have fun. May tells Alice to draw on notebooks, but she does not listen.

May knows Alice's birthday is next week. Today, she prepares a pink paper flower and a yellow birthday card. Then, she puts them in a big green box. She hides the box behind her blue school bag because she does not want Alice to know.

At recess, Alice sees the box. She asks May to open it. May says, "This is my birthday gift for you. I plan to give it to you tomorrow." Alice is pleased and says, "Thank you! You are my good friend."

4. Alice's birthday is \_\_\_\_\_.

☒ A. next week

☐ C. today

☐ B. this week

☐ D. tomorrow

**A: Students were able to recognise 'next week' in the story.**

**D: Students might have overlooked 'Alice's birthday' in the question / might have missed 'next week' and were possibly distracted by 'tomorrow' in the story / might not have been able to follow the development of the story.**

## Key Words



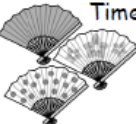

### Familiar Topics: 'venues'

3ERW2 P1 Q1

Jenny is reading a poster at school.  
Read the poster.

**Joyful Primary School**  
Summer Party  
6<sup>th</sup> July 2025 (Sunday)

**Activities:**

<p style="text-align: center;"><b>Face Painting</b></p> <p>Time: 10 am - 11 am Place: Activity Room Teacher: Miss Lee</p> 	<p style="text-align: center;"><b>Magic Show</b></p> <p>Time: 1:30 pm - 2:30 pm Place: School Hall Teacher: Mr Lo</p> 
<p style="text-align: center;"><b>Making Paper Fans</b></p> <p>Time: 11:30 am - 12:30 pm Place: Art Room Teacher: Miss Lee</p> 	<p style="text-align: center;"><b>Songs and Dance</b></p> <p>Time: 2 pm - 3 pm Place: Music Room Teacher: Mr Yu</p> 

Free orange juice  
and cookies

Come and join us!  
See Miss Wong in Room 101.

1. Jenny can do the face painting in the \_\_\_\_\_.

- ☒ A. Activity Room
 ☐ B. School Hall  
☐ C. Art Room
 ☐ D. Music Room

Students were able to recognise  
'Activity Room' in the poster.


## Key Words

### Familiar Topics: 'activities'


3ERW1 P2 Q7

Jenny is writing about her new teachers in her diary.

Read the diary.




10<sup>th</sup> October (Monday)



This year, I have some new teachers: Miss Chan, Mr Brown and Mr Lam. But my favourite teacher is Miss Ho. She teaches me English. I like her because I can play word games in her lessons. We sometimes go to the hall to watch some films. They are interesting.

Miss Chan is our class teacher. She wears glasses and has short hair. She likes wearing blue, green and yellow clothes. But all her shoes are red. She eats lunch with us in the classroom. She likes eating vegetables, but I don't. I love sausages, beef and chicken. She likes drawing cartoons in her free time.



7. Miss Chan likes \_\_\_\_\_.
- ☒ A. drawing cartoons      ☐ B. eating sausages
- ☐ C. making clothes      ☐ D. watching films

**Students were able to recognise 'She' and 'drawing cartoons' in the diary.**

## Key Words


### Familiar Topics: 'names'

3ERW1/3 P1 Q4

Jenny is reading a poster at school.

Read the poster.

# Simon Primary School Drawing Competition



**P.1 – 2**  
Topic: My Family

**P.3 – 4**  
Topic: My Friend

**P.5 – 6**  
Topic: My Pet

**Judges**

Miss Lo  
Mr Li  
Mr Wong


**Prizes (3 winners in each group)**

1<sup>st</sup> Prize: a \$1,000 book coupon and a bag

2<sup>nd</sup> Prize: a \$500 book coupon and a watch

3<sup>rd</sup> Prize: a \$250 book coupon

Give your drawing to Miss Ma by 5<sup>th</sup> December.



4. Joe wants to join the competition. He can give his drawing to \_\_\_\_\_.
- ☐ A. Miss Lo
 ☒ B. Miss Ma
 ☐ C. Mr Li
 ☐ D. Mr Wong

Students were able to recognise 'Miss Ma' in the poster.

## Key Words

Related to Daily Life Experiences: 'colours'

3ERW1/2 P3 Q5

Jenny is reading a story.

Read the story.

### May and Alice

May and Alice are in the same class. Alice always has a lot of fun ideas and makes her classmates happy. She teaches them how to use pencils and rulers to draw pictures on their erasers. They all have fun. May tells Alice to draw on notebooks, but she does not listen.

May knows Alice's birthday is next week. Today, she prepares a pink paper flower and a yellow birthday card. Then, she puts them in a big green box. She hides the box behind her blue school bag because she does not want Alice to know.

At recess, Alice sees the box. She asks May to open it. May says, "This is my birthday gift for you. I plan to give it to you tomorrow." Alice is pleased and says, "Thank you! You are my good friend."

5. What colour is the paper flower?

☐ A. blue

☐ B. green

☒ C. pink

☐ D. yellow

→ C: Students were able to recognise 'pink' in the story.

→ D: Students might have overlooked 'paper flower' in the question / might have missed 'pink' and were possibly distracted by 'yellow' in the story.



# **Primary 3 Student Performances in TSA 2025**

## **Reading**

### **Understanding the Connection between Ideas**

- **using cohesive devices**
- **with causal relationship**


## Connection between Ideas cohesive devices: 'and'

3ERW1/3 P1 Q3

Jenny is reading a poster at school.

Read the poster.

### Simon Primary School Drawing Competition



**Groups**

P.1 – 2  
Topic: My Family

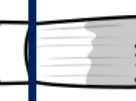
P.3 – 4  
Topic: My Friend

P.5 – 6  
Topic: My Pet

**Judges**  
Miss Lo  
Mr Li  
Mr Wong

**Prizes (3 winners in each group)**  
**1<sup>st</sup> Prize:** a \$1,000 book coupon and a bag  
**2<sup>nd</sup> Prize:** a \$500 book coupon and a watch  
**3<sup>rd</sup> Prize:** a \$250 book coupon

Give your drawing to Miss Ma by 5<sup>th</sup> December.

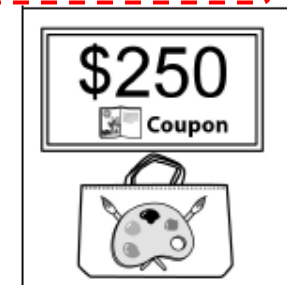


Students were able to understand the connection of ideas linked by 'and' in the poster.

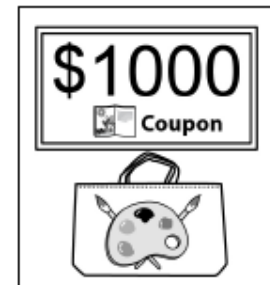
3. What is the second prize for the competition?



☐ A.



☐ B.



☐ C.



☒ D.

## Connection between Ideas cohesive devices: 'because'

3ERW2/3 P2 Q2

Jenny is writing about her grandparents in her diary.

Read the diary.



1<sup>st</sup> June (Monday)



I live with my parents in a tall building in Kowloon. My parents are 38 years old. Grandma is 64. Grandpa is 72. My grandparents live in a stone house because it is big. My parents and I visit them every Saturday and Sunday.

Each morning Grandpa does exercise in a park. In the afternoon, he goes home to read the newspaper. Then, he talks and plays chess with his friends and old classmates.

Grandma grows strawberries. I like to eat them, but she doesn't. She sells them to her neighbours every Friday. Sometimes she gives the strawberries to the dogs!



2. Why do Jenny's grandparents live in the stone house?

- ☐ A. It is in Kowloon. ☒ B. It is big.  
☐ C. They have no friends. ☐ D. It is near a park.

**Students were able to understand the connection of ideas linked by 'because' in the diary.**

**Connection between Ideas**  
**cohesive devices: 'but'**

3ERW1/2 P3 Q3

*Jenny is reading a story.*

Read the story.

May and Alice

May and Alice are in the same class. Alice always has a lot of fun ideas and makes her classmates happy. She teaches them how to use pencils and rulers to draw pictures on their erasers. They all have fun. May tells Alice to draw on notebooks, but she does not listen.

May knows Alice's birthday is next week. Today, she prepares a pink paper flower and a yellow birthday card. Then, she puts them in a big green box. She hides the box behind her blue school bag because she does not want Alice to know.

At recess, Alice sees the box. She asks May to open it. May says, "This is my birthday gift for you. I plan to give it to you tomorrow." Alice is pleased and says, "Thank you! You are my good friend."

3. Read lines 5 – 6. Alice does not \_\_\_\_\_.

☐ A. feel happy

☐ B. have fun

☐ C. help her classmates

☒ D. listen to May

**Students were able to understand the connection of ideas contrasted by 'but' in the story.**

# **Primary 3 Student Performances in TSA 2025**

## Reading

### **Understanding the Connection between Ideas**

- **by following pronoun references in the diaries and the story**



## Connection between Ideas

### Following Pronoun References in a Diary: 'They'

3ERW1 P2 Q3

Jenny is writing about her new teachers in her diary.

Read the diary.

10<sup>th</sup> October (Monday)

This year, I have some new teachers: Miss Chan, Mr Brown and Mr Lam. But my favourite teacher is Miss Ho. She teaches me English. I like her because I can play word games in her lessons. We sometimes go to the hall to watch some films. They are interesting.

Miss Chan is our class teacher. She wears glasses and has short hair. She likes wearing blue, green and yellow clothes. But all her shoes are red. She eats lunch with us in the classroom. She likes eating vegetables, but I don't. I love sausages, beef and chicken. She likes drawing cartoons in her free time.

1

5

10

3. Read line 5. The word 'They' refers to \_\_\_\_\_.

- ☐ A. the new teachers
 ☐ B. word games
 ☒ D. some films
- ☐ C. the lessons

**A: Students might have misinterpreted the pronoun reference as 'the new teachers' in the diary.**

**B: Students might have misinterpreted the pronoun reference as 'word games' in the diary.**

**D: Students understood that 'They' refers to 'some films' in the diary.**

## Students with Good Performance

### Connection between Ideas

### Following Pronoun References in a Story: 'them'

3ERW1/2 P3 Q1

Jenny is reading a story.

Read the story.

#### May and Alice

1 May and Alice are in the same class. Alice always has a lot of fun ideas and makes her classmates happy. She teaches them how to use pencils and rulers to draw pictures on their erasers. They all have fun. May tells Alice to draw on notebooks, but she does not listen.

5 May knows Alice's birthday is next week. Today, she prepares a pink paper flower and a yellow birthday card. Then, she puts them in a big green box. She hides the box behind her blue school bag because she does not want Alice to know.

10 At recess, Alice sees the box. She asks May to open it. May says, "This is my birthday gift for you. I plan to give it to you tomorrow." Alice is pleased and says, "Thank you! You are my good friend."

1. Read line 4. The word 'them' refers to \_\_\_\_\_

- ☐ A. May and Alice
- ☒ B. Alice's classmates
- ☐ C. pencils
- ☐ D. erasers

**A: Students might have misinterpreted the pronoun reference as 'May and Alice' in the story.**

**B: Students understood that 'them' refers to 'Alice's classmates' in the story.**

**C: Students might have misinterpreted the pronoun reference as 'pencils' in the story.**

# **Primary 3 Student Performances in TSA 2025**

## **Reading**

### **Predicting the Meaning of Unfamiliar Words**

- **with the help of contextual clues and pictorial cues in the stories**

**Unfamiliar Words:****The word 'pleased'**

3ERW1/2 P3 Q8

*Jenny is reading a story.*

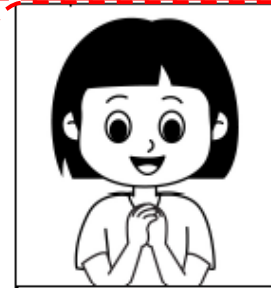
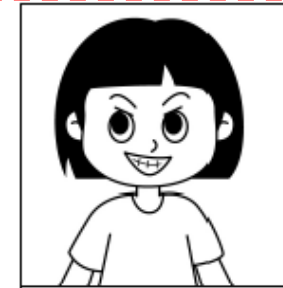
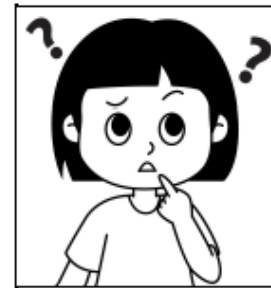
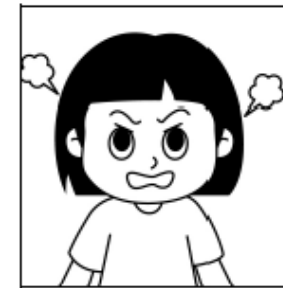
Read the story.

May and Alice

May and Alice are in the same class. Alice always has a lot of fun ideas and makes her classmates happy. She teaches them how to use pencils and rulers to draw pictures on their erasers. They all have fun. May tells Alice to draw on notebooks, but she does not listen.

May knows Alice's birthday is next week. Today, she prepares a pink paper flower and a yellow birthday card. Then, she puts them in a big green box. She hides the box behind her blue school bag because she does not want Alice to know.

At recess, Alice sees the box. She asks May to open it. May says, "This is my birthday gift for you. I plan to give it to you tomorrow." Alice is pleased and says, "Thank you! You are my good friend."

**Contextual clue**8. Read line 14. Alice is pleased. Which picture shows this?☒ A.☐ B.☐ C.☐ D.

Students were able to predict the meaning of the unfamiliar word 'pleased' by using the contextual clue "Thank you! You are my good friend" from lines 14 to 15.



# Students with Good Performance

## Unfamiliar Words:

### The word 'camel'

Jenny is reading a story.

Read the story.

#### Let's Clean Up the Zoo!

Ken the monkey lives in a zoo. He does not like other animals to come near his home.

Many people come to the zoo every day. They bring their lunchboxes and drinks, but they throw away their paper plates and paper spoons after lunch. They do not put them in the rubbish bins. Ken is sad.

At night, Donna the bear walks near Ken's home with some bags. Ken is angry because Donna collects the rubbish near his home. Donna steps on a glass bottle and hurts her foot. She cannot walk.

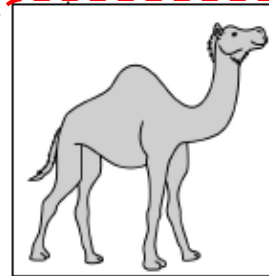
Ken tells other animals to help Donna. The horse, elephant and panda come, but Tom the tiger cannot. He is ill. Then, Sam the camel joins them. He has four long legs and a very long neck. He carries the rubbish on his back.

Now the zoo is clean. Ken is happy.

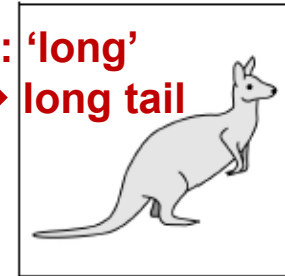
Contextual clue

3ERW3 P3 Q7

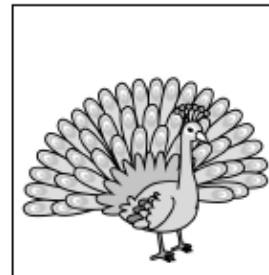
7. Read lines 14 – 15. Which picture shows a camel?



☒ A.

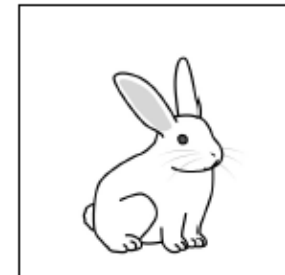


☐ B.



☐ C.

C: distracted by 'long neck'



☐ D.

D: 'long' → long ears



# Performances of Primary 3 Students in Reading (2023-2025)

For General  
Students

## Strengths

- ✓ key words: e.g. *time, subjects, age*
- ✓ connection between ideas: e.g. *and, too, but*
- ✓ connection between ideas in *notes, diaries and advertisements*
- ✓ pronoun references in *letters, notes, diaries and stories*
- ★ predict the meaning of unfamiliar words: improved

## Weaknesses

- ★ pronoun references – unstable performance

## Conclusion

### *Participating Students with SEN in Reading: satisfactory*

- ✓ able to understand the connection between ideas when the ideas were linked by 'and', 'but' and 'because'
- ★ need further improvement:
  - ★ to recognise key words and understand the connection of ideas in posters, diaries and stories
  - ★ to follow pronoun references
  - ★ to predict the meaning of unfamiliar words with contextual clues

## Conclusion

### ***Performance of Participating Students in Reading: very good***

- ✓ able to recognise key words and understand the connection of ideas in posters, diaries and stories
- ✓ able to understand the connection between ideas when the ideas were linked by 'and', 'but' and 'because'
- ✓ able to understand the connection of ideas by following pronoun references in diaries and stories
- ✓ able to predict the meaning of unfamiliar words with contextual clues

## Conclusion

### **Performance of Participating Students in Reading: good**

- ✓ able to recognise key words and understand the connection of ideas in posters, diaries and stories
- ✓ able to understand the connection between ideas when the ideas were linked by 'and', 'but' and 'because'
- ★ The performance of students in predicting unfamiliar words was improved

### **Suggestions for Follow-up in Learning and Teaching**

- teach students how to follow pronoun reference in continuous prose (e.g. stories)

# TSA Report, Question Papers and Marking Schemes

<https://www.bca.hkeaa.edu.hk>



[Home](#) / [Sitemap](#) / [中文](#)



ID:

Login

Password:

## Basic Competency Assessment

In its report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics.

The EC recommended that there be two components: Student Assessment and Territory-wide System Assessment.

What 's New

[Learn More](#)

SA



Student  
Assessment

[Learn more](#)

TSA



Territory-Wide  
System Assessment

[Learn more](#)

Training and  
Seminars



[Learn more](#)



**THANK YOU!**

# **The Latest Development of the Student Assessment Repository (STAR) Platform**



# Thematic Seminar – “Assessment for Learning: Territory-wide System Assessment 2025 and the Latest Development of Student Assessment Repository (STAR) Platform”

## Feedback Survey



香港考試及評核局 教育評核服務部  
Hong Kong Examinations and Assessment Authority  
Education Assessment Services Division

### TSA 2025 Seminar

專題講座「促進學習的評估：2025年全港性系統評估及學生評估資源庫(STAR)的最新發展」

意見調查

Thematic Seminar – “Assessment for Learning: Territory-wide System Assessment 2025 and the Latest Development of Student Assessment Repository (STAR)”  
Feedback Survey

當您提交此表單時，除非您自行提供，否則不會自動收集您的詳細數據，例如名稱和電子郵件位址。

\* 必答

科目年級 Subject Level : \*

☐ 小學三年級中國語文科 Primary 3 Chinese Language

☐ 小學三年級英國語文科 Primary 3 English Language

Link for Feedback Survey

意見調查超連結

<https://forms.office.com/r/E2pwMJcak7>

# Question and Answer Session