

## ***Results of Primary 3 English Language in TSA 2015***

The territory-wide percentage of P.3 students achieving English Language Basic Competency in TSA 2015 is 80.4%, indicating no significant change in the percentage of students achieving basic competency in 2015 as compared to that of 2014.

### ***Primary 3 Assessment Design***

The assessment tasks for TSA 2015 P.3 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills of listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.3 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 91 items and 103 score points. Some items appeared in different written sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 20 minutes, while each Reading and Writing sub-paper was 30 minutes. The oral assessment comprised of two components, 'Reading Aloud and Personal Experiences' as well as 'Picture Description', with six sub-papers in each component. The oral assessment consisted of twelve sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

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

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

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

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

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

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

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

### P.3 Listening Items

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

**Table 7.2 P.3 Listening: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	7
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	32
	<b>TOTAL</b>	39

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Lunchtime Music Show <i>3EL1 / 3EL3 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Last Weekend <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Jane's Reading Habits <i>3EL1 Part 2</i>	Multiple Choice	10(10)
L2-L-1-P3BC L2-L-3-P3BC	A Visit to a Park <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Peter's Toys <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Jane's Cooking Class <i>3EL3 Part 1B</i>	Multiple Choice	5(5)

### P.3 Reading Items

Each student was required to attempt four reading tasks in one of the three Reading and Writing sub-papers (30 minutes each). About 15 minutes were allotted for completion of the reading tasks in each sub-paper. Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

**Table 7.4 P.3 Reading: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	43
L2-R-6-P3BC	Applying a small range of simple reference skills	7
<b>TOTAL</b>		<b>50</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC L2-R-6-P3BC	Book Cover <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	School Cleaning Day <i>3ERW1 Part 2</i>	Multiple Choice	6(6)
L2-R-5-P3BC	A Visit to Marine Park <i>3ERW1 Part 3</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Sports Day <i>3ERW1 / 3ERW2 Part 4</i>	Multiple Choice	7(7)
L2-R-5-P3BC L2-R-6-P3BC	Contents Page <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Watching TV <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	6(6)
L2-R-5-P3BC	Photo Competition <i>3ERW2 / 3ERW3 Part 3</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Jim and Max <i>3ERW3 Part 4</i>	Multiple Choice	7(7)

### P.3 Writing Tasks

Each student was required to attempt one writing task in one of the three Reading and Writing sub-papers (30 minutes each). About 15 minutes were allotted for completion of the writing task in each sub-paper. Descriptions of the writing tasks are provided in Tables 7.6 and 7.7.

**Table 7.6 P.3 Writing: Distribution of Items**

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

**Table 7.7 P.3 Writing: Item Description**

Basic Competency	Item Description	No. of Items (Score Points)
L2-W-3-P3BC	A Naughty Cat	½(4)
L2-W-4-P3BC	3ERW1 / 3ERW2 Part 5	½(3)
L2-W-3-P3BC	Helping Other People	½(4)
L2-W-4-P3BC	3ERW3 Part 5	½(3)

### P.3 Speaking Tasks

**Two components** were designed for P.3 oral assessment. The first was **‘Reading Aloud and Expression of Personal Experiences’** (hereafter RA & PE) which required students to read aloud a text of approximately 35 – 40 words in length and then to answer a set of questions based on the theme of the text. Students were assessed on their reading fluency and response to the Oral Examiners’ questions. For this task, students were given two minutes to prepare for the assessment, one minute to complete the RA text and two minutes to complete the questions for PE. The second task was **‘Picture Description’** (hereafter PD) which required students to answer the Oral Examiner’s questions based on a

single picture or a series of smaller pictures. Students were assessed on the relevancy and response to the questions as well as their pronunciation. For PD, students were given three minutes to study the question paper and two minutes to complete the Oral Examiners' questions.

Each component represented one half of the total sub-papers used for the oral assessment. RA & PE were comprised of sub-papers *3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES011* and PD were comprised of *3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12*. A set of four sub-papers (two RA & PE tasks and two PD tasks) were alternately assessed in an assessment session. Sub-papers consisted of different topics: *Playing with Friends (3ES01), At Christmas (3ES02), Colours (3ES03), An Art Lesson (3ES04), A Rabbit (3ES05), Dictation (3ES06), Cloudy Days (3ES07), In a Bookshop (3ES08), The Teacher I Like (3ES09), In a New Year Market (3ES10), My Christmas Present (3ES11)* and *Peter's Activities (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 5 and 6 May 2015. Descriptions of the speaking tasks are provided in Table 7.8.

**Table 7.8 P.3 Speaking: Distribution of Tasks**

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

## ***Performance of P.3 Students with Minimally Acceptable Levels of Basic Competence in TSA 2015***

### ***P.3 Listening***

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

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

<b><i>Tasks</i></b>	<b><i>Text Types</i></b>
Lunchtime Music Show	Conversation
Last Weekend	Conversation
Jane's Reading Habits	Conversation
A Visit to a Park	Conversation
Peter's Toys	Story
Jane's Cooking Class	Conversation

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

Students with minimally acceptable levels of basic competence were able to

- identify key words on familiar topics or on topics related to daily life experiences with the help of pictorial cues
- identify the connection of ideas linked or contrasted by a small range of cohesive devices
- identify the causal relationship between ideas
- distinguish basic differences in intonation and discriminate between common words with a small range of consonant and vowel sounds

#### **Task Name: Lunchtime Music Show (Conversation)**

**Task Content:** Jane talks to her classmate, David, about the details of a music show. This includes the starting time and the performers of the show.

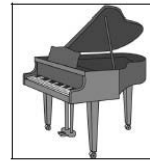
#### ***Identifying Key Words Related to Daily Life Experiences***

- Students were able to identify key words related to daily life experiences such as 'classes'. When asked which class Winnie Lee was in, a majority of the students were able to identify '3B' as the correct answer when they heard 'Singing by Winnie Lee in 3B.' (3EL1/3 Part 1A Q.3).

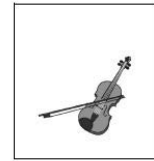
- Most students could also identify the picture of a violin as the instrument that Jane is going to play in the music show with the help of pictorial cues:

Jane: I'll play the violin. My classmate Lily is going to play the drums.

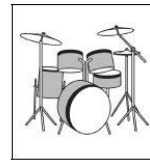
2. What is Jane going to play in the show?



A.



B.



C.



D.

3EL1/3 Part 1A Q.2

**Task Name: Last Weekend (Conversation)**

**Task Content:** Jane talks to her teacher, Mr Lai, about the things she did last weekend. She mentioned the games she played with Grandma and the lunch she prepared for her. After that, she went to see a movie which was about a sad story of a girl.

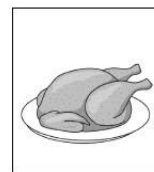
**Identifying the Connection between Ideas Contrasted by Cohesive Devices**

- Most students could identify the food that Jane's grandma did not like when the ideas were contrasted with the use of 'but':

Mr Lai: *Did you go out for lunch?*

Jane: *No, Mum and I cooked lunch. Mum cooked chicken, vegetables and fried rice. I cooked eggs. **But** Grandma did not like the eggs. I put in too much salt!*

3. Grandma did not like the \_\_\_\_\_.



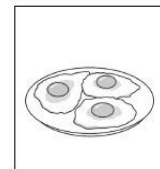
A.



B.



C.



D.

3EL1/2 Part 1B Q.3

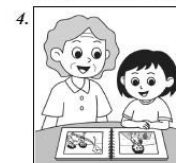
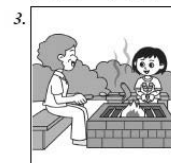
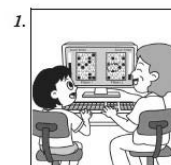
**Identifying the Connection between Ideas**

- Most students were able to identify the connection of ideas. They were able to tell that Jane and her grandma played card games and looked at some photos when they heard:

Mr Lai: *What did you do at her home?*

Jane: *At first, Grandma and I played card games. Later, I showed her some photos of my school picnic.*

2. What did Jane do with Grandma?



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

3EL1/2 Part 1B Q.2



**Distinguishing a Small Range of Initial Consonants**

- A majority of the students were able to distinguish initial consonants ‘L’, ‘M’, ‘P’ and ‘W’. They could identify that Jane went to see a movie at ‘Pink’ Cinema from ‘Link’, ‘Mink’ and ‘Wink’ (3EL1/2 Part 1B Q.4).

**Task Name: Jane’s Reading Habits (Conversation)**

**Task Content:** Jane talks to her library teacher about her reading habits, e.g. the number of books she read last month, the kinds of books she reads, the time she spends on reading each time, when she reads and the reasons for reading.

**Identifying Key Words on Familiar Topics**

- Most students were able to identify key words on a familiar topic about people, even with distractors built in the spoken text. They were able to identify ‘grandma’ as the person whom Jane read with when they heard ‘*Only my grandma reads with me. My mum, dad and brother are always busy*’.
9. I read with: \_\_\_\_\_
- A. my grandma  
 B. my brother  
 C. my mum  
 D. my dad
- 3EL1 Part 2 Q.9

- A majority of the students were able to identify key words about time with distractors built in the spoken text. They were able to identify that Jane would read after dinner when they heard:  
 Miss Chan: *When do you read?*  
 Jane: *I read after dinner, when I have finished my homework. I don’t have time to read at recess or lunchtime.*
7. When I like to read: \_\_\_\_\_
- A. at breakfast  
 B. at recess  
 C. at lunchtime  
 D. after dinner
- 3EL1 Part 2 Q.7

**Identifying the Connection between Ideas Using Cohesive Devices**

- When talking about Jane’s reading habits, most students could identify the reasons why Jane read when the ideas were linked by ‘also’ in the spoken text:  
 Miss Chan: *Why do you read? Do you think reading is easy and fun?*  
 Jane: *No, reading is hard but it makes me clever. I can also learn many new words.*
10. Why I read: \_\_\_\_\_
- 1) I can learn new words.  
 2) Reading makes me clever.  
 3) Reading is easy.  
 4) Reading is fun.
- A. 1 and 2  
 B. 1 and 3  
 C. 2 and 4  
 D. 3 and 4
- 3EL1 Part 2 Q.10

**Distinguishing a Small Range of Vowel Sounds**

- A majority of the students could distinguish a small range of vowel sounds. They could identify the surname of Jane as 'Lau' from 'Lee', 'Lo' and 'Lui' (3EL1 Part 2 Q.1).

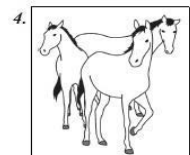
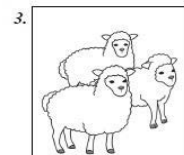
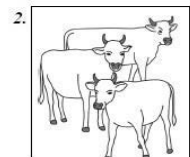
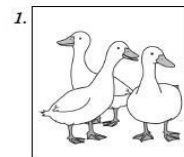
**Task Name: A Visit to a Park (Conversation)**

**Task Content:** Jane talks to her grandpa about a visit to a park. They talk about the park they are going to, the arrival time and the things they will see and take there.

**Identifying the Connection between Ideas Using Cohesive Devices**

- A majority of the students were able to identify the connection of ideas linked by 'too'. They were able to identify the animals that Jane could see in the park when they heard Jane's grandpa saying 'They have just put some ducks and sheep there. There are some horses too'.

4. What animals can Jane see in the park?



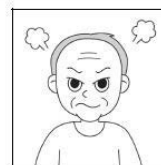
- A. 1, 2 and 3  
 B. 1, 2 and 4  
 C. 1, 3 and 4  
 D. 2, 3 and 4

3EL2 Part 1A Q.4

**Distinguishing the Tone of Speaker When Expressing Puzzlement**

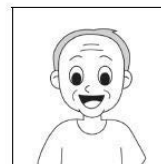
- A majority of the students could identify that the speaker was puzzled when they heard Jane's grandpa saying 'What's wrong? Why are you worried?'.

2. How does Grandpa feel?



A.

B.



C.

D.

3EL2 Part 1A Q.2

**Task Name: Peter's Toys (Story)**

**Task Content:** Jane's mum tells Jane a story about Peter's toys. Peter likes to play with toys but he always breaks them. One day, Peter has a dream. In his dream, a toy tiger wants to eat him. His toy robot cannot stop the tiger because it has only one arm. Peter can't run away in his toy car because it has got only two wheels. At last, the robot and the toy car save Peter. Peter has promised to be good to his toys in future.

**Identifying the Causal Relationship between Ideas**

- A majority of the students could identify the causal relationship of ideas built in the spoken text. When asked why the robot could not stop the tiger, students were able to identify ‘the robot has only one arm’ as the reason when they heard ‘*Big Rock is one of Peter’s toys. It is a robot. It comes to help Peter, but it can’t stop the tiger because it has only one arm.*’.

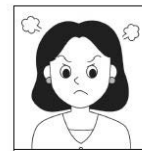
5. The robot cannot stop the tiger because \_\_\_\_\_.
- A. the tiger is big
- B. the robot is not careful
- C. the robot has only one arm
- D. the tiger wants to eat Peter

3EL2/3 Part 2 Q.5

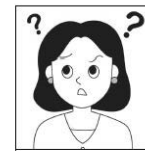
**Distinguishing the Tone of Speaker When Expressing Anger**

- A majority of the students were able to distinguish the speaker’s tone expressing anger. When they heard Peter’s mum saying ‘*Be careful with your toys, Peter!*’, they were able to choose the picture of Peter’s mum with an angry face as the correct answer.

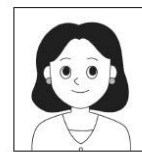
1. How does Peter’s mum feel?



A.



B.



C.



D.

3EL2/3 Part 2 Q.1

**Distinguishing a Small Range of End Consonants**

- Many students were able to distinguish the name of the robot that came to help Peter when he was in trouble. They were capable of distinguishing ‘*Big Rock*’ from ‘*Big Rod*’, ‘*Big Ron*’ and ‘*Big Roy*’ (3EL2/3 Part 2 Q.4).

**P.3 Reading****Design of Reading Papers**

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

<b>Tasks</b>	<b>Text Types</b>
Book Cover	Book cover
School Cleaning Day	Notice
A Visit to Marine Park	Postcard
Sports Day	Letter
Contents Page	Contents Page
Watching TV	Table
Photo Competition	Poster
Jim and Max	Story

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

Students with minimally acceptable levels of basic competence were able to

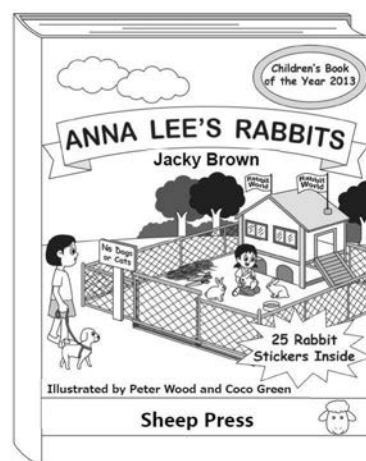
- identify key words on familiar topics/related to daily life experiences with the help of straightforward contextual clues
- identify the connection between ideas with the help of cohesive devices
- identify the connection of more than one idea in a table/poster
- apply a small range of simple reference skills to obtain information from book covers and the contents page
- predict content from book covers and contents page with the help of contextual clues and pictorial cues
- follow pronoun references in a letter and a postcard
- interpret unfamiliar words with the help of contextual clues and pictorial cues

**Task Name: Book Cover (Book Cover)**

**Task Content:** Ben looked at the book cover of ‘Anna Lee’s Rabbits’.

**Obtaining Information from Book Cover**

- Most students were able to identify the title of the book as ‘Anna Lee’s Rabbits’ (3ERW1/3 Part 1 Q.1). With the help of the contextual clues and pictorial cues on the book cover, students could also identify ‘rabbits’ as the animals that Anna Lee kept (3ERW1/3 Part 1 Q.3). A majority of the students were able to identify ‘Jacky Brown’ as the author of the book (3ERW1/3 Part 1 Q.2).



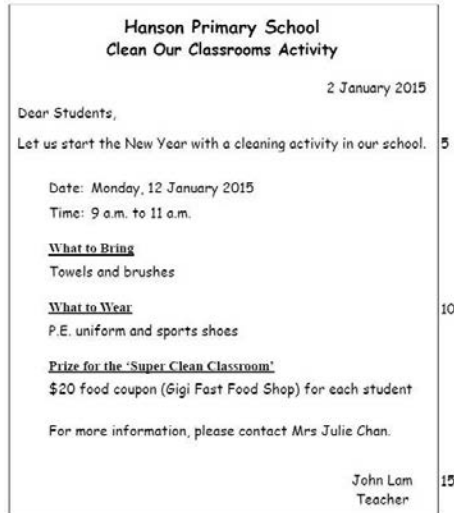
**Predicting Content from Book Cover**

- A majority of the students were able to deduce meaning from the book cover of ‘Anna Lee’s Rabbits’. Students were able to predict that Ben could read about rabbit food in the book using the pictorial cues and contextual clues on the book cover.
5. What does Ben read about in the book?
- A. rabbit food
  - B. games for dogs
  - C. playing with cats
  - D. keeping sheep

3ERW1/3 Part 1 Q.5

**Task Name: School Cleaning Day (Notice)**

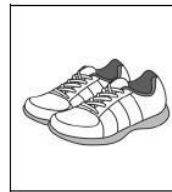
**Task Content:** Ben read a notice from school about School Cleaning Day.



**Identifying Key Words with Straightforward Contextual Clues**

- Using the straightforward contextual clues given in the notice, a majority of the students were able to identify key words on *objects*. They could identify that each winner of the ‘Super Clean Classroom’ could get a \$20 food coupon.

5. Each winner of the activity can get \_\_\_\_\_.



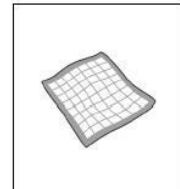
A.



B.



C.

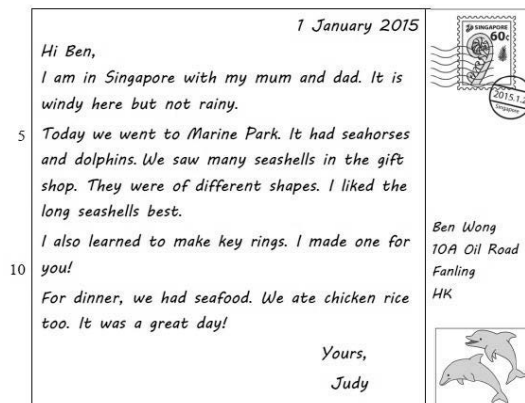


D.

3ERW1 Part 2 Q.5

**Task Name: A Visit to Marine Park (Postcard)**

**Task Content:** Ben read a postcard from his friend, Judy, about her visit to Singapore.



**Identifying Key Words with Straightforward Contextual Clues**

- When asked to read a postcard about a visit to a marine park, a majority of the students were able to identify ‘Judy’ as the sender of the postcard.

1. Who sends this postcard?

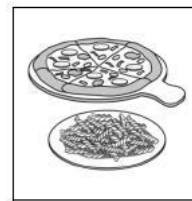
- A. Ben
- B. Judy
- C. Judy’s mum
- D. Judy’s dad

3ERW1 Part 3 Q.1

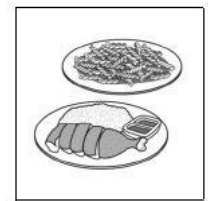
**Identifying the Connection between Ideas Linked by Cohesive Devices**

- A majority of the students were able to identify the connection of ideas linked by ‘too’. They were able to identify the food that Judy had for dinner when the ideas were linked explicitly by a cohesive device in the postcard: ‘*For dinner, we had seafood. We ate chicken rice too.*’

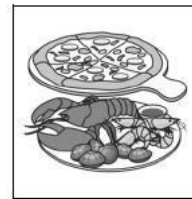
7. What did Judy have for dinner?



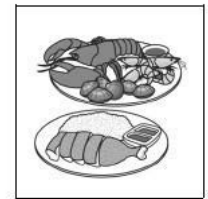
A.



B.



C.



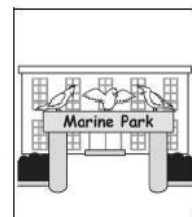
D.

3ERW1 Part 3 Q.7

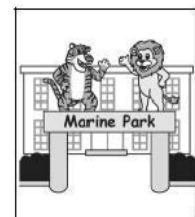
**Interpreting Unfamiliar Words with Contextual Clues and Pictorial Cues**

- With the help of contextual clues and pictorial cues, most of the students were able to interpret the meaning of unfamiliar words in the postcard. When asked which picture showed the marine park, the students were able to interpret the meaning of the unfamiliar word ‘marine’ as things related to the sea with the help of the contextual clue ‘*It had seahorses and dolphins.*’ and the pictorial cues given in the options.

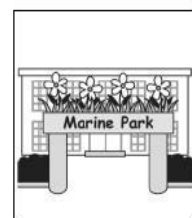
3. Which picture shows Marine Park?



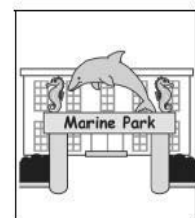
A.



B.



C.



D.

3ERW1 Part 3 Q.3

**Following Pronoun References in a Postcard**

- When reading the postcard, a majority of the students could interpret 'you' as '**Ben**'. This indicated that they understood that the pronoun 'you' referred to the receiver (i.e. Ben) of the postcard.
6. Read line 10. Who does 'you' refer to?
- A. Judy
- B. Ben
- C. Judy's dad
- D. Judy's mum

3ERW1 Part3 Q.6

**Task Name: Sports Day (Letter)****Task Content: Ben wrote a letter to his grandma about his school's sports day.**


6 March 2015

Dear Grandma,

How are you? I made a bookmark for you this morning. It has a picture of a butterfly on a flower.

Yesterday was our school's sports day. It was sunny. I joined a running race with my classmate, Robert. Robert started slowly, but near the end he ran very fast. I was fast but not careful. I fell down and bruised my leg. It is now black and blue. A teacher came to help me. I cried because I did not finish the race.

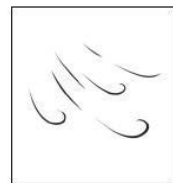
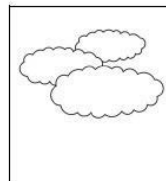
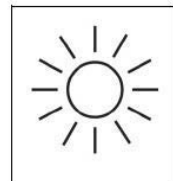
Robert won the race. After he got his medal, he came to see me. He put it around my neck. He said, "Don't be sad. This is a gift for you." Robert is my best friend!



Love,  
Ben

**Identifying Key Words on Familiar Topics**

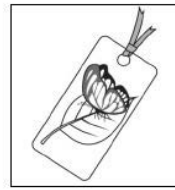
- Most of the students were able to identify key words on familiar topics such as 'weather conditions'. They could identify the picture of a sun to match with the key words found in the letter: '*It was sunny.*'
2. What was the weather like on sports day?

 A. B. C. D.

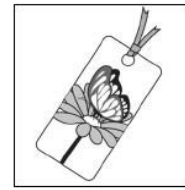
3ERW1/2 Part 4 Q.2

- A majority of the students were able to identify key words on familiar topics about ‘insects’ and ‘plants’. They were able to identify the bookmark Ben gave his grandma. It has a picture of ‘a butterfly on a flower’.

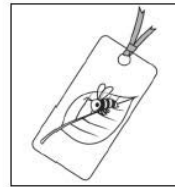
1. Which picture shows the bookmark?



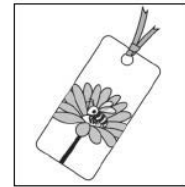
A.



B.



C.



D.

3ERW1/2 Part 4 Q.1

**Following Pronoun References in a Letter**

- A majority of the students were able to interpret ‘I’ as ‘Ben’ in line 7 ‘I was fast but not careful.’ in the letter, showing that they could understand the pronoun ‘I’ referred to the sender (i.e. Ben) in the letter.

4. Read line 7. Who does ‘I’ refer to?

- A. Ben
- B. Robert
- C. Robert’s teacher
- D. Ben’s grandma

3ERW1/2 Part 4 Q.4

**Task Name: Contents Page (Contents Page)**

**Task Content:** Ben read the contents page of ‘*Everything You Want to Know about Japan*’.

**Obtaining Information from a Contents Page**

- Most students were able to obtain information from the contents page of the book ‘*Everything You Want to Know about Japan*’. They could identify that there were altogether four parts in the book (3ERW2 Part 1 Q.1). A majority of the students were able to tell that Ben could turn to page 51 if he wanted to learn to speak Japanese (3ERW2 Part 1 Q.4). By reading the contents page, students understood that Part 2 was about food and drink people enjoyed in Japan (3ERW2 Part 1 Q.5).

<u>Contents</u>	
	Page
<u>Part 1</u>	
Good Places to Visit	3
<u>Part 2</u>	
Favourite Food and Drink	12
<u>Part 3</u>	
Movie and TV Stars	23
Pop Singers	35
<u>Part 4</u>	
How to Speak Japanese	51



**Predicting Content from the Contents Page**

- A majority of the students were able to predict the content of a part in the book from the contents page. They could predict that Part 3 was about music using the contextual clues: Pop Singers.

2. Ben can read about music in Part \_\_\_\_\_.
- A. 1
- B. 2
- C. 3
- D. 4

3ERW2 Part 1 Q.2

**Task Name: Watching TV (Table)****Task Content:** Ben has done a project about watching TV.**Identifying Key Words on Familiar Topics**

- Most students could identify key words on familiar topics such as ‘time’ and ‘names’ in the table. With the help of contextual clues, students were able to tell that Mary watched TV for 30 minutes on Saturday afternoons (3ERW2/3 Part 2 Q.2). When asked who liked watching sports, a majority of the students were able to choose ‘Judy’ as the correct answer by referring to the information in the table (3ERW2/3 Part 2 Q.1). They could also identify the reason why Ben liked to watch his favourite show - it was exciting (3ERW2/3 Part 2 Q.3).

P.3D  
Watching TV

Name	I watch TV for...	I like to watch...	I watch because it is...	I watch...
Tom	1 hour	<i>The Cartoon Hour</i>	colourful	after school
Judy	2 hours	<i>Fun with Sports</i>	interesting	at night
Ben	45 minutes	<i>The King of Magic</i>	exciting	at night
Mary	30 minutes	<i>Time to Cook</i>	interesting	on Saturday afternoons
Jane	1 hour	<i>The Cartoon Hour</i>	funny	after school

**Identifying the Connection of More than One Idea in a Table**

- Students showed competence in identifying the connection of more than one piece of information in the table. When asked who liked to watch *The Cartoon Hour*, most students were able to choose Tom and Jane as the correct answer (3ERW2/3 Part 2 Q.4). A majority of the students could also tell that there were two students who watched TV at night (3ERW2/3 Part 2 Q.5).

P.3D  
Watching TV

Name	I watch TV for...	I like to watch...	I watch because it is...	I watch...
Tom	1 hour	<i>The Cartoon Hour</i>	colourful	after school
Judy	2 hours	<i>Fun with Sports</i>	interesting	at night
Ben	45 minutes	<i>The King of Magic</i>	exciting	at night
Mary	30 minutes	<i>Time to Cook</i>	interesting	on Saturday afternoons
Jane	1 hour	<i>The Cartoon Hour</i>	funny	after school

**Task Name: Photo Competition (Poster)**

**Task Content:** Ben read a poster about a photo competition at school.

**4<sup>th</sup> School Photo Competition**  
**"Our School Days"**

**Groups** Group A: P.1 – P.2 students  
Group B: P.3 – P.4 students  
Group C: P.5 – P.6 students



**Give your photos to**  
Mr John Ma in the school office from 9 – 20 March 2015

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

1 <sup>st</sup> Prize	a book 'Taking Great Photos' and \$300 book coupon
2 <sup>nd</sup> Prize	\$200 book coupon
3 <sup>rd</sup> Prize	\$100 book coupon

**Judges**  
Miss Judy Lo (Teacher)  
Mr Thomas Lam (Principal)

For more information, please contact Miss Anne Chow from the Photo Club.


  
  

  
12 February 2015

**Identifying Key Words Related to Daily Life Experiences or on Familiar Topics**

- Most of the students were able to identify key words related to daily life experiences, e.g. 'group'. When asked which group should Ben (a P.3 student) join for the photo competition, students could choose Group B as the correct answer by identifying the key words in the poster: 'Group B: P.3 – P.4 students'.
  - A majority of the students were able to identify key words on familiar topics like 'numbers'. They could identify that there were 3 winners in each group for the photo competition by interpreting the straightforward contextual clue: 'Prizes (3 winners in each group)'.
3. Ben is in P.3. He can join \_\_\_\_\_ for the competition.
- A. Group A  
 B. Group B  
 C. Group C  
 D. all groups
- 3ERW2/3 Part 3 Q.3
5. How many winners are there in each group?
- A. 1  
 B. 2  
 C. 3  
 D. 4
- 3ERW2/3 Part 3 Q.5

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

- A majority of the students were able to identify the connection of ideas linked by 'and'. They were able to identify the first prize for the photo competition by referring to the information in the poster '1<sup>st</sup> Prize: a book 'Taking Great Photos' and \$300 book coupon'.

6. What is the first prize for the competition?



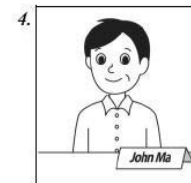
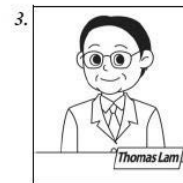
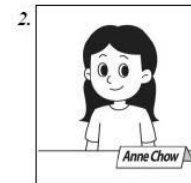
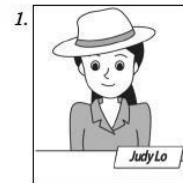
- A. 1 and 2  
 B. 1 and 4  
 C. 2 and 3  
 D. 3 and 4

3ERW2/3 Part 3 Q.6

**Identifying the Connection of More than One Idea in a Poster**

- A majority of the students were able to identify the connection of more than one idea in the poster. They were able to identify 'Judy Lo and Thomas Lam' as the judges of the photo competition.

7. The judges of the competition are \_\_\_\_\_.



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

3ERW2/3 Part 3 Q.7

**P.3 Writing**

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

**A Naughty Cat (3ERW1 / 3ERW2 Part 5)**

In this writing task, students were asked to write a story about what happened on Tom's birthday based on the given pictures.



**Student Exemplar 1**

1

It was Tom's brithday [Mum baked a cake for Tom]

2

But the cat jump on the cake [the cake fall down and on his gift].

Tom felt unhappy

**Content:**

- 1 Provides a factual account of the story based on the pictures, with almost no supporting details
- 2 An ending is given to the story

**Language:**

- ◀→ Uses a small range of vocabulary: *baked, gift*
- .... Writes short and simple sentences: *It was Tom's brithday. Mum baked a cake for Tom...Tom felt unhappy.*
- ~ Uses a small range of cohesive devices: *But, and*
- ▲ Makes some grammatical mistakes: *But the cat jump on the cake the cake fall down and on his gift.*
- Makes one spelling mistake: *brithday (birthday)*

## Student Exemplar 2

Happy birthday, Tom!

[last Sunday, <sup>1</sup> was Tom's birthday, His dad gave a robot to him] [His mum baked a cake for him] [But the cat dropped the cake] [Finally, we shouted at the cat and <sup>2</sup> bought a cake.]

**Content:**

- 1 Provides a factual account of the story based on the pictures, with almost no supporting details
- 2 An ending is given to the story

**Language:**

- ◆◆ Uses a small range of vocabulary: *robot, baked, shouted*
- .... Writes short and simple sentences: *His dad gave a robot to him. His mum baked a cake for him.*
- ~ Uses a small range of cohesive devices: *But, Finally*
- ▲ Makes some grammatical mistakes: *last Sunday, was Tom's birthday...But the cat dropped the cake.*

**Helping Other People (3ERW3 Part 5)**

In this writing task, students were asked to write about his/her experience in helping other people with the help of prompts.



**Student Exemplar 3**

**Content:**

**1** Provides brief and relevant ideas to the questions

**Language:**

- ◆ Uses a small range of vocabulary: *friend, homework, happy*
- Writes short and simple sentences: *I help my friend Because He doesn't do Math homework.*
- ~ Uses a small range of cohesive devices: *Because*
- ▲ Makes some grammatical mistakes: *I help a my friend...After, he give me...*
- Makes one spelling mistake: *sancks (snacks)*

## Student Exemplar 4

The image shows a handwritten student response on lined paper, annotated with various symbols and question bubbles. The text is written in cursive and includes several errors. Annotations include a box with the number '1' at the start of the first sentence, a circle around the word 'helped', a triangle under 'helped' in the second sentence, a wavy line under 'because', a double-headed arrow under 'homework', a triangle under 'said', and a circle around 'helped' in the final sentence. Question bubbles are connected to the text by arrows: 'Who did you help?' points to 'I'; 'When did you help him/her?' points to 'when'; 'Why did he/she need your help?' points to 'because'; 'What did you do to help?' points to 'homework'; and 'How did you feel?' points to 'I felt very happy'.

Who did you help?

When did you help him/her?

1 [I helped Mary when she wanted me to help her.]

[She wanted me helped her because she had not know to do the homework.] [I will helped her on her homework.] [And she said thank you to me. I felt very happy. Sometimes she will helped me too.]

Why did he/she need your help?

What did you do to help?

How did you feel?

**Content:**

- 1 Provides brief and relevant ideas to the questions

**Language:**

- ◆◆ Uses a small range of vocabulary: *homework, thank you*
- Writes short and simple sentences: *I helped Mary when she wanted me to help her...And she said thank you to me.*
- ~ Uses a small range of cohesive devices: *because, And*
- ▲ Makes some grammatical mistakes: *She wanted me helped her because she had not know to do the homework.*
- Makes one spelling mistake: *helped (helped)*

## P.3 Speaking

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

## ***Best Performance of P.3 Students in TSA 2015***

## P.3 Listening

### ***Performance of Students with Best Performance in Listening Tasks***

Students with best performance were able to

- distinguish numbers
- identify the connection of ideas with causal relationship

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

### ***Distinguishing Numbers***

- Students with best performance showed ability in distinguishing numbers. When asked the number of books Jane read last month, they were capable of distinguishing ‘13’ from ‘3’, ‘30’ and ‘33’ (3EL1 Part 2 ‘Jane’s Reading Habits’ Q.3).

### ***Identifying the Connection of Ideas with Causal Relationship***

- The more able students could identify ‘Winnie is a good singer’ as the reason why Jane’s class liked Winnie when they heard ‘My class likes her very much because she can sing very well’.

4. Why does Jane’s class like Winnie?
- A. The students love singing.
  - B. Winnie is good at playing the violin.
  - C. The students love the song ‘The Little Stars’.
  - D. Winnie is a good singer.

3EL1/3 Part 1A

‘Lunchtime Music Show’ Q.4



- When listening to the story about Peter's toys, the more able students could understand the causal relationship of ideas. When they heard 'The robot kicks the tiger when it comes near. The car also makes a loud beeping sound. The tiger is scared and runs away quickly.', they could identify 'The robot kicks the tiger' and 'The car makes a loud sound' as the reasons why the tiger was afraid.

7. Why is the tiger afraid?
- 1) Peter jumps into his toy car.
  - 2) Peter hits the tiger.
  - 3) The robot kicks the tiger.
  - 4) The car makes a loud sound.
- A. 1 and 2  
 B. 1 and 4  
 C. 2 and 3  
 D. 3 and 4

3EL2/3 Part 2 'Peter's Toys' Q.7

### P.3 Reading

#### Performance of Students with Best Performance in Reading Tasks

Students with best performance were able to

- identify key words on less familiar topics
- follow pronoun references in a postcard and a letter
- obtain information from the book cover
- predict content from the contents page

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

#### Identifying Key Words on Less Familiar Topics

- The more able students were able to identify key words on less familiar topics. They were able to identify the competition was the fourth photo competition of the school by identifying key words '4<sup>th</sup> School Photo Competition' in the poster.

1. This is the \_\_\_\_\_ photo competition at school.
- A. first  
 B. second  
 C. third  
 D. fourth

3ERW2/3 Part 3  
'Photo Competition' Q.1

**Following Pronoun References in a Postcard and a Letter**

- In reading the postcard about the visit to the marine park, the more able students could interpret ‘They’ as ‘the seashells’ when the pronoun was close to the subject it referred: ‘We saw many seashells in the gift shop. They were of different shapes.’.
- The more able students could also follow pronoun references in a letter, even when the pronoun was not close to the subject it referred. They could interpret ‘it’ as ‘the medal’ in the letter: ‘After he got his medal, he came to see me. He put it around my neck.’.

4. Read line 7. The word ‘They’ refers to \_\_\_\_\_.
- A. Judy and her parents
- B. the seashells
- C. the seahorses
- D. the dolphins

3ERW1 Part 3

‘A Visit to Marine Park’ Q.4

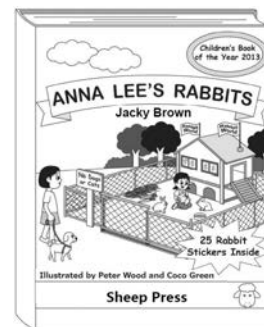
7. Read line 12. What does ‘it’ refer to?
- A. the medal
- B. the race
- C. Ben’s neck
- D. Grandma’s bookmark

3ERW1/2 Part 4

‘Sports Day’ Q.7

**Obtaining Information from the Book Cover**

- By looking at the book cover of the book ‘Anna Lee’s Rabbits’, the more able students could identify that there was a page of stickers inside the book.



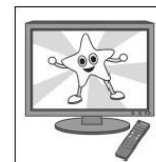
3ERW1/3 Part 1

‘Book Cover’ Q.4

**Predicting Content from the Contents Page**

- By reading the contents page of the book ‘Everything You Want to Know about Japan’, the more able students could interpret that Ben could see good places to visit on page 3.

3. Which picture can Ben see on page 3?

 A. B. C. D.

3ERW2 Part 1 ‘Contents Page’ Q.3

### P.3 Writing

For 'A Naughty Cat', students with good writing skills were able to provide a logical story based on pictures with many supporting details. The description was very clear and coherent. For 'Helping Other People', students could provide relevant ideas with many supporting details or examples based on the prompts. The ideas were well-organised and coherent. In terms of language, students were able to use a range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.


#### A Naughty Cat (3ERW1 / 3ERW2 Part 5)

**Student Exemplar 5**

1 Yesterday was Tom's birthday. Tom was eight years old. In the morning, Dad gave a cute robot to Tom because it was his birthday. He was very happy. 1

After a while, Mum also brought Tom a big cake, it was huge. When he was almost to eat the cake, his cat, Judy jumped up and crashed into the cake. The cake was fallen onto the table. The table was messy. 2

Luckily, the robot and the cake was not broken. They tidied up and ate the cake and other food joyfully again.]



#### Content:

- 1 Provides a story with many supporting details
- 2 A logical ending with many details is given

#### Language:

- ↔ Uses a range of vocabulary: *almost, crashed, messy, joyfully*
- ⋯ Uses a range of sentence patterns: *Yesterday was Tom's birthday...Dad gave a cute robot to Tom because it was his birthday, he was very happy.*
- ~ Uses a range of cohesive devices: *because, After a while, When, and*
- ▲ Makes a few grammatical mistakes: *The cake was fallen onto the table...Luckily, the robot and the cake was not broken.*
- Makes one spelling mistake: *robot (robot)*


## Student Exemplar 6

[Today, it was <sup>1</sup> Tom's birthday. Dad gave a robot to Tom and they had a <sup>1</sup> party at home]

[After a while, mum came out of the kitchen with a cake on her hands. There were cakes, <sup>1</sup> chicken wings and biscutes now. It was <sup>1</sup> perfect.]

[Suddenly, the cat jumped onto Mum's hand and mum dropped the cake!]

[Then dad want to hold the cake but it doesn't work! Then the <sup>2</sup> cake fell on the table and was not crumbled. At last Tom, mum and dad ate the cake and other food happily.]


**Content:**

- <sup>1</sup> Provides a story with many supporting details
- <sup>2</sup> A logical ending with details is given to the story

**Language:**

- ↔ Uses a range of vocabulary: *party, kitchen, perfect, jumped onto, doesn't work, was not crumbled, happily*
- .... Uses a range of sentence patterns: *After a while, mum came out of the kitchen... Then, dad want to hold the cake but it doesn't work!*
- ~ Uses a range of cohesive devices: *and, Suddenly, Then, but, At last*
- ▲ Makes a few grammatical mistakes: *Then, dad want to hold the cake but it doesn't work!*
- Makes one spelling mistake: *biscutes (biscuits)*

**Helping Other People (3ERW3 Part 5)****Student Exemplar 7**

When did you help him/her?

Who did you help?

1

Why did he/she need your help?

What did you do to help?

How did you feel?

[Last week, my classmate — John fell down on the floor.] [He cried loudly.] But no one helped him. [When I saw he was crying, I said "Are you ok?"] He said "Not 1 too ok. Can you help me to stand up?" After I helped he to stood up, He said "Thank you very much Marcus." I said "No problem." [I felt very very happy when I helped 1 him.]

**Content:**

1 Provides relevant ideas to the questions with many supporting details

**Language:**

- ◆ Uses a range of vocabulary: *classmate, loudly, stand up, no problem*
- .... Uses a range of sentence patterns: *But no one helped him. When I saw he was crying, I said "Are you ok?... After I helped he to stood up, He said "Thank you very much Marcus... I felt very very happy when I helped him.*
- Uses a range of cohesive devices: *But, When*
- ▲ Makes a few grammatical mistakes: *After I helped he to stood up...*

## Student Exemplar 8

When did you help him/her?

Who did you help?

Why did he/she need your help?

What did you do to help?

How did you feel?

[Today I happily went to school by the school bus] [When I arrived, I went to play table tennis. When it was almost my turn, I saw my classmate Dominic tripped over a school bag] [His knee was bleeding, so I rushed to help him] [I took him to the nurse's office because I knew he needs help. At last when he went out of the nurse's office, he thanked me of having such a good heart]

[Today was such a nice day because I helped my classmate Dominic.]

**Content:**

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

**Language:**

- ◆ Uses a range of vocabulary: *happily, arrived, table tennis*
- .... Uses a range of sentence patterns: *When it was almost my turn, I saw my classmate Dominic tripped over a school bag... At last when he went out of the nurse's office, he thanked me of having such a good heart.*
- ~ Uses a range of cohesive devices: *When, so, because, At last*
- ▲ Makes a few grammatical mistakes: *Today I happily went to school...because I knew he needs help*
- Makes one spelling mistake: *helped (helped)*

### P.3 Speaking

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

#### Reading Aloud

- Students with the best performance were able to read a short text **fluently and clearly with appropriate pausing and intonation**. They made very few or no pronunciation mistakes. Students could also vary their tone when reading a sentence that ended with an exclamation mark:

Yes! I win! (3ES01)

'I was so happy!' (3ES11)

#### Expression of Personal Experiences

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

#### Picture Description

- Students with the best performance could provide relevant answers to most of the questions **naturally and readily with some elaboration**. They could also speak clearly and readily with very few pronunciation mistakes.

### **General Comments on P.3 Student Performances**

#### P.3 Listening

- The performance of students in listening was similar to that of the previous year. On the whole, they could identify key words in both conversations and stories. This showed their ability in following the conversations between speakers as well as the development of the story.

#### Identifying Key Words

- Students' performance was the same as that in the past two years. They could identify key words on familiar topics (e.g. people, time) or on topics related to daily life experiences (e.g. classes, musical instruments). Pictorial cues were also useful in helping students identify key words and match the correct pictures in the questions.

#### Identifying the Connection between Ideas

- The performance of students in identifying the connection between ideas in spoken texts was the same as that in the past two years. In general, students were able to identify the connection of ideas that were linked or contrasted by cohesive devices such as 'also', 'but' and 'too'. Same as last year, students could understand the causal relationship of ideas in the spoken texts.

### Distinguishing Intonation

- The performance of students in distinguishing a speaker's tone of voice was the same as that in the past two years, showing that they were able to understand basic differences in intonation. They could distinguish the tones of speakers expressing different moods like anger and doubt.

### Distinguishing Sounds

- Students' performance in discriminating between a small range of initial consonants and vowels was the same as that in the past two years. They could also distinguish words with end consonants (e.g. 'Rock' from 'Rod', 'Ron' and 'Roy').

## **P.3 Reading**

- The performance of students in reading was similar to that of the previous year. On the whole, students could identify key words and the connection of ideas in different text types (e.g. table, poster). They were also able to obtain information from the book cover and contents page of a book. Contextual clues and pictorial cues were found to be helpful to students in predicting contents on the book cover/contents page and the interpretation of unfamiliar words. However, following pronoun references in reading texts continued to be challenging for some of the students.

### Identifying Key Words

- The performance of students in identifying key words in reading texts was the same as that in the past two years. They were able to identify key words on familiar topics (e.g. weather conditions, time, names). Straightforward contextual clues were found to be useful to students in helping them to get the correct answers.

### Identifying the Connection between Ideas

- Students' performances in identifying the connection between ideas were the same as that in the past two years. Students were generally able to identify the connection between ideas linked by cohesive devices such as 'and' and 'too'. They could also identify the connection of ideas in tables and posters.

### Applying Simple Reference Skills

- The performance of students in applying simple reference skills to obtain information from book covers and contents page was the same as that in the past two years. They could identify information about the author and the title of the book on the book cover. They were able to identify the total number of parts in the book and the content of a part by reading the contents page. However, only the more able students were able to identify what was inside the book with the help of pictorial cues.



**Predicting Content**

- The performance of students in predicting content based on book covers was the same as that in the past two years. As in the previous year, when students were given pictorial cues and contextual clues on the book covers and contents page, many students were able to deduce the possible content of the book or a certain part of the book.

**Following Reference Words**

- Students' performance in following pronoun references was the same as that in the past two years. The students showed that they were able to follow pronoun references in a letter and a postcard when the pronoun referred to the sender or the receiver. However, it is still a challenge for students to follow pronoun references even when the pronoun was close to the subject it referred.

**Interpreting Unfamiliar Words**

- The performance of students in interpreting meaning of the unfamiliar words was much affected by the topic, even with the help of contextual clues and pictorial cues. If the topic was less familiar to the students, only the more able students were able to interpret the unfamiliar words successfully.

**P.3 Writing**

- There were two writing tasks in the three sub-papers. For 'A Naughty Cat', students were given word prompts 'give', 'bring' and 'drop' for the three pictures and were asked to write a story about what happened on Tom's birthday. They were also asked to provide an ending to the story. In general, students were able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant, though not much elaboration was given. The performance of students revealed that the topic on birthday was quite familiar to them. With the extended assessment time, more students were able to elaborate their ideas in their writing and use a range of vocabulary and sentence patterns appropriately when writing the story.
- In 'Helping Other People', students were asked to write about their experiences in helping other people. Question prompts were given to help students write: 'Who did you help?', 'When did you help him/her?', 'What did you do to help?', 'Why did he/she need your help?' and 'How did you feel?'. Students were generally able to respond to the questions with brief but relevant ideas. The organisation of the ideas was good. This topic was familiar to the students. More students could elaborate their ideas and use a range of sentence patterns in expressing their ideas.

**A Naughty Cat****Providing Ideas Based on the Pictures and Word Prompts Without Much Elaboration**

- The overall performance of students in writing stories in 2015 was similar to that of 2014. In general, students were able to write a short story with a clear storyline based on the pictures using the word prompts ‘give’, ‘bring’ and ‘drop’: *Today is Tom’s birthday. His dad give him a robot. Tom is happy...Suddenly, the cat jump to the cake. The cake is drop...Then his mum go to the cake shop to buy a birthday cake.*
- The more capable students were able to elaborate and provide ideas relevant to the topic. They provided many supporting details to the story and the ideas were organised:
  - *Today is Tom’s birthday, he is having a party with his parents. Tom’s dad gave Tom new robot toy from the latest movie, they also ate chips and chicken with soda. Finnaly, Tom’s mum brought a cake out, the flaring canndle distracted their pet cat, it tried to pounce on the fire, this made Tom’s mum dropped the cake!*

#### **Providing an Ending to the Story**

- Students were able to provide a very brief ending to the story, without much elaboration:
  - *The Mum and dad was unhappy.*
  - *Dad say mum is go to make the cake.*
  - *So Tom birthday have no fun.*
- The more capable students were able to end the story with elaboration:
  - *...the candle is setting a fire! At least they used a fire extinguisher just in time, the washed the robot and the party is on again.*
  - *Luckily, Dad stopped the cake from dropping. “Dad, you save the day!”, Tom said.*
  - *At last They cut the cake. Tom made a wish and blew out the candle. They ate the cake.*

#### **Writing Short Conversation Exchanges**

- Some students used ‘Happy birthday, Tom!’ (the vocabulary given in the first picture) as the conversational exchanges between Tom and his dad to provide more details in the story: *This Sunday is Tom’s birthday. His dad said, ‘Happy birthday, Tom!...Then, mum took a birthday cake to us eat but the cat dropped the cake.*

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

- Students used a small range of vocabulary in the story. The vocabulary was generally related to the topic ‘birthday’: ‘robot’, ‘baked’, ‘cake’, ‘jump’, ‘drop’, ‘unhappy’. The sentences given were usually short and simple, e.g. ‘It was Tom’s birthday.’, ‘Mother

*put the birthday cake on the table.*’. Some students were able to use cohesive devices such as ‘*and*’, ‘*but*’ and ‘*so*’ to link or contrast ideas.

### **Grammatical and Spelling Mistakes**

- Students made grammatical and spelling mistakes in their writing:

#### Errors in tenses\*:

- *But the cat jump (**jumps/jumped**) on the cake...*
- *His mum is bring (**brings/brought**) a birthday cake to Tom.*
- *There had (**were**) chicken wings, chips...*
- *Finally, mum is angry and I is (**am/was**) sad.*
- *The mum (**Mum**) and dad was (**were**) unhappy.*

#### Sentences with incorrect expressions\*:

- *Yesterday, Tom is birthday (**Yesterday was Tom’s birthday**).*
- *His father and mother open a birthday party. (**held a birthday party for him**).*
- *The table have cola and chicken wing. (**There were cola and chicken wings on the table**).*

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

- *Mum bring (**brings**) a big birthday cake for (**to**) him.*
- *He (**His**) dad gave Tom a toy.*
- *Dad and mum (**Mum**) give him a presents (**present**).*

#### Spelling mistakes\*:

*roboot, rabbit, robet (**robot**), droped (**dropped**), suddely (**suddenly**), bay (**day**), cak, caek, calk (**cake**), tabe, tabld (**table**), git, gif (**gift**), fell (**feel**).*

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

- *Tom’s mum came out with a delicious cake. Tom was very hungry and stared at the cake. But then, Tom’s cat, Kitty, thought the cake would be delicious and jumped on it!*
- *Oh no, the cake fell down onto the floor. What a mess! It was an unforgettable birthday party.*

\*The correct usage/spelling is given in brackets.

### **Helping Other People**

#### **Providing Ideas Based on the Question Prompts**

- The overall performance of students in responding to question prompts in 2015 was similar to that of 2014. Students could write about their experiences in helping other

people with relevant ideas. Some of them were able to provide a few supporting details showing that they were familiar with the topic. They responded to the question prompts and the ideas were organised. They were able to write about the person they helped, how they helped him/her, why he/she needed help and how they felt after helping other people. The ideas were relevant and brief. Some could even write with a few supporting details:

- *I helped my Mum to wash dishes.*
  - *I feel very happy.*
  - *I helped my Mum with my younger and older sister.*
  - *My Mum is very happy. She gave us some little presents.*
- The more capable students were able to provide ideas relevant to the topic with many supporting details. The ideas were well-organised:
    - *Last Sunday, I went to the park and saw a boy sitting at the ground crying.*
    - *The boy said, "Please help me! I am playing the monkey bars and I fell down."*
    - *I said to the boy, "I have a phone, tell me your mum's phone number. I will call her."*
    - *I felt happy that I helped the boy.*

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

- Students used a small range of vocabulary in their writing. The vocabulary was generally related to the topic: 'Last Monday', 'little boy', 'classmate', 'fell', 'clean', 'kind' and 'happy'. The sentences written by students were short and simple, e.g. 'Last Monday, I helped a little boy. He fell on the ground. He was sad.' Some students were able to link ideas using 'and' and 'because'.

#### Grammatical and Spelling Mistakes

- Students made grammatical and spelling mistakes in their writing:

##### Errors in tenses\*:

- *I saw a (**an**) old man.*
- *My brother was cried (**cried**).*
- *She say me is (**said I was**) a good boy.*
- *I am very exciting (**excited**).*

##### Sentences with incorrect expressions\*:

- *He did not know here is where. (**He did not know where he was.**)*
- *When I from the library to my home... (**When I went home from the library...**)*

##### Incorrect usage of prepositions and pronouns\*:

- *I help my mum in (**on**) Sunday.*
- *I helped she (**her**) because she is my friend.*

Spelling mistakes\*:

helpped (helped), don (down), bother (brother), siters (sisters), houeswork (housework), paty (party), fell (feel), clearn (clean), beacuse (because).

- The more capable students used a wide range of vocabulary, sentence patterns and cohesive devices:
  - *On a lovely evening, I walked back home from school.*
  - *Suddenly I saw a little girl crying loudly in the street.*
  - *I didn't see her mum so I thought she have (had) lost her way.*

*\*The correct usage/spelling is given in brackets.*

### P.3 Speaking

#### Reading Aloud

- More than half of the students were able to read most of the texts aloud fluently and clearly with some pronunciation mistakes. Some students **dropped end consonants for words** like 'teaches' (3ES03) and 'sunglasses' (3ES07). Words that some students had difficulty pronouncing included 'hide-and-seeK' and 'Jacky' (3ES01), 'mix' and 'purple' (3ES03), 'hops' and 'favourite' (3ES05), 'bright' and 'leaves' (3ES07), 'Brown' and 'wrote' (3ES09) as well as 'present' and 'Boxing' (3ES11). Quite a number of students added an extra 'you /ju:/' when saying 'Thank you for teaching me!' (3ES09) They said 'Thank you (/θæŋk ju:/) you (/ju:/) for teaching me!' instead.

#### Expression of Personal Experiences

- About half of the students were able to provide relevant responses to most of the oral examiner's questions with some prompting and responded hesitantly to the questions. Students tended to **perform better when answering Wh- questions** and could provide factual answers. However, some students had difficulty answering a question 'What does she look like?' (3ES09) to describe one's appearance.

#### Picture Description

- More than half of the students were able to provide relevant responses based on the pictures with little or no prompting and respond to most of the questions naturally. They were also able to answer the questions quite clearly despite some mistakes in pronunciation.
- Although some students were familiar with the topic 'Christmas' (3ES02), they were not able to describe the pictures about decorating the Christmas tree and wrapping the presents properly due to **lack of vocabulary**.

## ***Overview of Student Performances in English Language at Primary 3 TSA 2013-2015***

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

**Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2013 – 2015**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2013	80.4
2014	80.3
2015	80.4

A comparison of the strengths and weaknesses of P.3 student performances in TSA 2013, 2014 and 2015 provides useful information on how teachers can help students improve. Table 7.10 summarises the comparison.

Table 7.10 Overview of Student Performances in English Language at P.3 TSA 2013-2015

Reading	Year	2013	2014	2015	Remarks
<b>Strengths</b>		<ul style="list-style-type: none"> <li>A majority of the students were able to identify key words on familiar topics such as date, time, food, people and places with straightforward contextual clues and pictorial cues.</li> <li>Students were able to identify the connection of ideas linked by cohesive devices (e.g. and) and ideas presented in a timetable.</li> <li>Most students were able to obtain information from the book cover (e.g. the author, the title) and contents page (e.g. total no. of chapters) of a book.</li> <li>With the help of pictorial cues on the book cover, many students were able to deduce the contents of the book.</li> <li>Students could interpret unfamiliar words when straightforward contextual clues were given.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words on familiar topics (e.g. food and names) with contextual clues and pictorial cues.</li> <li>Students could identify the connection between ideas with cohesive devices (e.g. and).</li> <li>Students were able to obtain information from book covers (e.g. author) and the contents page (e.g. total no. of chapters).</li> <li>Students could predict the content of a chapter using the pictorial cues and contextual clues on the book covers.</li> <li>Given contextual clues, students were able to interpret unfamiliar words in a diary and notes.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics (e.g. weather conditions). Contextual clues were found to be useful to students.</li> <li>Students were generally able to identify the connection between ideas linked by cohesive devices (e.g. 'and', 'too'). They could also identify the connection of ideas in a table and a poster.</li> <li>Students could identify information from the book cover (e.g. author and the title of the book) and the contents page (e.g. total number of parts in the book).</li> <li>When students were given pictorial cues and contextual clues, they could deduce the possible content of the book.</li> <li>Students could interpret a reference word when it referred to the sender or the receiver of a letter or a postcard.</li> </ul>	<ul style="list-style-type: none"> <li>With the help of contextual clues/ pictorial cues, students were able to identify key words in reading texts and predict content from the book cover/contents page.</li> <li>To most of the students, following pronoun references and identifying key words on less familiar topics were still a challenge.</li> </ul>
	<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students were unable to identify key words on less familiar topics.</li> <li>Only the more able students could identify the connection of ideas in longer texts (e.g. letters).</li> <li>Only the more able students could identify the publisher of a book.</li> <li>Students found it difficult to follow pronoun references in continuous prose such as letters and notices.</li> </ul>	<ul style="list-style-type: none"> <li>Students found it difficult to identify key words on less familiar topics.</li> <li>Students had difficulty identifying the causal relationship of ideas.</li> <li>The more able students were able to follow pronoun references in a poster. Students could interpret a reference word in a poster when the pronoun was close to the subject it referred.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students could identify key words on less familiar topics.</li> <li>It was still challenging for students to follow pronoun references in longer texts (e.g. letters and postcards).</li> <li>When applying simple reference skills to obtain information from the book cover, only the more able students were able to identify there was a page of stickers inside the book.</li> </ul>	

Writing Year	2013	2014	2015	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>In the writing task 'At the Market', students were generally able to provide a factual account of the story with an appropriate ending. In the second writing task 'My New Friend', students could provide brief but relevant ideas about their new friend with the given prompts.</li> <li>Some students were able to use cohesive devices to link ideas (e.g. 'so', 'then', 'but', 'because', 'and') in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>For 'At the Toy Shop', students were able to write a story about what happened in the toy shop. They could write a factual account of the story with an ending. The ideas provided were quite clear and relevant. In 'My Birthday', students were asked to write about their birthday. Students were generally able to respond to the questions with brief but relevant answers and the ideas were well organized.</li> <li>Some students were able to use cohesive devices to link or contrast ideas such as 'because', 'and', 'but' and 'then'.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were able to provide a factual account of the story about 'A Naughty Cat' with almost no supporting details. For the writing task 'Helping Other People', students could write about their experiences in helping other people with given prompts.</li> <li>Some students were able to use cohesive devices such as 'and', 'but', 'so' to link or contrast ideas.</li> <li>More students were able to write relevant ideas with elaboration.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students were able to provide short and brief ideas to the story. They could write with a small range of vocabulary and sentence patterns. However, as in previous year, grammatical and spelling mistakes were still common among students.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students were unable to provide relevant ideas with supporting details. Few students could provide imaginative ideas.</li> <li>Spelling mistakes were common among students. They misspelled common words, e.g. 'alppe' for 'apple', 'theif' for 'thief', 'gril' for 'girl', 'pinao' for 'piano', 'scool' for 'school', 'noes' for 'nose', etc.</li> <li>Grammatical mistakes were still common in students' writing, e.g. 'Mum and I goes to Tai Tai Market', 'Her hobbies running and swimming.'</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide relevant ideas with many supporting details/examples.</li> <li>Spelling mistakes were evident among students. For example, 'loot' for 'look', 'mun' for 'mum', 'scard' for 'scared', 'flet' for 'felt', 'lovely' for 'lovely', 'friends' for 'friends', etc.</li> <li>Error in tenses and incorrect expressions were commonly found in students' writing, e.g. 'He drop break the robot', 'I feel glad because I can (go) shopping....'</li> </ul>	<ul style="list-style-type: none"> <li>Spelling mistakes were common among students, e.g. <i>robot (robot), dropped (dropped), cak, calk (cake), tabe, tabl (table), git, gif (gift), etc.</i></li> <li>Grammatical mistakes were common: 'But the cat jump (jumps) on the cake...'; 'His mum is bring (brings) a birthday cake to Tom.'; 'There had (were) chicken wings, chips....'</li> </ul>	



Listening	Year	2013	2014	2015	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were generally able to identify key words on familiar topics such as food, age, prices and activities.</li> <li>Most students were able to understand the connection between ideas by identifying cohesive devices 'and' and 'also'.</li> <li>Students could distinguish words with initial consonants 'W', 'B' and 'M'.</li> <li>Students could distinguish the tone of a speaker showing happiness, praise and anger.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics or related to daily life experiences (e.g. districts, games) with straightforward verbal and pictorial cues.</li> <li>Students were able to identify the connection of ideas linked or contrasted by a small range of cohesive devices (e.g. and, but).</li> <li>Students could discriminate between common words with a small range of consonant sounds (e.g. 'M', 'K' and 'D').</li> <li>Students could distinguish basic differences in intonation (e.g. excited, scared, sad, puzzled, angry).</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words on familiar topics (e.g. people, time) or on topics related to daily life experiences (e.g. classes, musical instruments).</li> <li>Students were able to identify the connection of ideas that were linked or contrasted by cohesive devices (e.g. 'also', 'but' and 'too'). They could understand the causal relationship of ideas linked explicitly by cohesive devices.</li> <li>Students could distinguish a small range of initial consonants, vowels and end consonants (e.g. 'Rock' from 'Rod', 'Ron' and 'Roy').</li> <li>Students could distinguish the tone of a speaker expressing anger and doubt.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics in the spoken texts.</li> <li>They also showed understanding of the connection of ideas when they were linked by commonly used cohesive devices such as 'too' and 'but'.</li> </ul>	
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students were unable to identify key words on less familiar topics.</li> <li>Only the more able students were able to identify the causal relationship of ideas in spoken texts.</li> <li>Students found it challenging to distinguish some vowel sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Students were unable to identify key words on unfamiliar topics (e.g. sizes and shapes).</li> <li>The more able students were able to identify the causal relationship of ideas.</li> <li>Students with best performance showed ability in distinguishing some vowel sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Students were unable to identify the connection of more than one idea with causal relationship in the spoken text.</li> <li>Only students with best performance could distinguish '13' from '3', '30' and '33'.</li> </ul>		

Year Speaking	2013	2014	2015	Remarks
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• For 'Reading Aloud', students read the texts quite clearly despite some mistakes in pronunciation.</li> <li>• For 'Expression of Personal Experiences', students could provide brief answers to the questions. Students performed better with questions eliciting factual information.</li> <li>• In 'Picture Description', students were generally able to give appropriate responses to the questions. They could respond more naturally to familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• In 'Reading Aloud', students were able to read a text fluently and clearly with very few or no pronunciation mistakes.</li> <li>• In 'Expression of Personal Experiences', students with some prompting were able to provide relevant but brief answers to questions.</li> <li>• In 'Picture Description', students could provide relevant but brief answer to questions with little prompting. Some students spoke quite clearly despite a few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', students were able to read fluently and clearly with very few pronunciation mistakes.</li> <li>• For 'Expression of Personal Experiences', students were able to provide relevant answers with some prompting.</li> <li>• In 'Picture Description', students could provide relevant answers to most of the questions with little prompting. Students with the best performance were able to provide elaboration to some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Although students could read the short text in 'Reading Aloud', they still dropped end consonants for words frequently.</li> <li>• Lack of vocabulary still hindered students from responding to questions in 'Expression of Personal Experiences' and 'Picture Description'.</li> </ul>	
<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• For 'Reading Aloud', some students had difficulty pronouncing initial consonant blends, final consonant blends and long vowel sounds in certain words correctly.</li> <li>• For 'Expression of Personal Experiences', some students did not respond well to questions beginning with 'how' and 'why'.</li> <li>• In 'Picture Description', students had difficulty providing reasons for the questions asking 'why?'. They also had limited range of vocabulary to describe the actions of the characters.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', some students dropped end consonants for words like 'places' and 'best'.</li> <li>• During the 'Expression of Personal Experiences', some students needed prompting from oral examiners and responded hesitantly to the questions. Some of them even gave no responses after being prompted.</li> <li>• In 'Picture Description', some students did not respond well to open-ended questions. They also had limited range of vocabulary to express their ideas during the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', students continued to drop end consonants for words like 'teaches' and 'sunglasses'. Some students were not able to say 'Thank you' correctly. They said 'Thank you you' instead.</li> <li>• For 'Expression of Personal Experiences', some students had difficulty answering simple questions. For example, 'What does she look like?' They did not understand the meaning of 'look like'.</li> <li>• In 'Picture Description', some students were not able to express their ideas appropriately due to their limited choices of words.</li> </ul>		