

## ***Results of Primary 3 English Language in Territory-wide System Assessment 2016***

The percentage of Primary 3 students achieving English Language Basic Competency in 2016 is 81.1%.

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

The assessment tasks for 2016 P.3 English Language were designed with reference to the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills of listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.3 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 80 items and 92 score points. Some items appeared in different written sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 20 minutes, while each Reading and Writing sub-paper was 30 minutes. The oral assessment was comprised of two components, 'Reading Aloud and Personal Experiences' as well as 'Picture Description', with six sub-papers in each component. The oral assessment consisted of twelve sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores. The composition of the P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Paper					
Listening	19(19)	19(19)	19(19)	--	38(38)
Reading	20(20)	20(20)	20(20)	--	40(40)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	40(46)	40(46)	40(46)	--	80(92)
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
	19(19)	19(19)	19(19)
<b>Reading</b>	3ERW1	3ERW2	3ERW3
	20(20)	20(20)	20(20)
<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)

### Primary 3 Listening Items

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

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

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	8
L2-L-3-P3BC	Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	30
	<b>TOTAL</b>	38

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Helen's Christmas Party <i>3EL1 / 3EL3 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Helen's Hobby <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	A School Activity <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Helen's English Lesson <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	John's Kitten <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	A Visit to a New Library <i>3EL3 Part 1B</i>	Multiple Choice	5(5)

### Primary 3 Reading Items

Each student was required to attempt three reading tasks in one of the three Reading and Writing sub-papers (30 minutes each). Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

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

Basic Competency	Descriptor	No. of Items
L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	40
<b>TOTAL</b>		40

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC	Summer Sale <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	New Book <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	A Bad Day <i>3ERW1 / 3ERW2 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Yummy Burgers <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Chinese New Year Activities <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	The Butterfly Dancer <i>3ERW3 Part 3</i>	Multiple Choice	8(8)

### Primary 3 Writing Tasks

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

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

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

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

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC	Late for School	1/2(4)
L2-W-4-P3BC	3ERW1 / 3ERW2 Part 4	1/2(3)
L2-W-3-P3BC	My Favourite Lesson	1/2(4)
L2-W-4-P3BC	3ERW3 Part 4	1/2(3)

### **Primary 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: *Reading (3ES01)*, *In the Playground (3ES02)*, *My Friend's Birthday (3ES03)*, *A Day in Winter (3ES04)*, *A Bicycle Race (3ES05)*, *Playing Too Much Computer Games (3ES06)*, *My Dream (3ES07)*, *People on the Train (3ES08)*, *My Family (3ES09)*, *At the Beach (3ES10)*, *Summer (3ES11)* and *School Life (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 3 and 4 May 2016. 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 Primary 3 Students Achieving Basic Competence in 2016***

### **Primary 3 Listening**

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

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

<b><i>Tasks</i></b>	<b><i>Text Types</i></b>
Helen's Christmas Party	Conversation
Helen's Hobby	Conversation
A School Activity	Conversation
Helen's English Lesson	Conversation
John's Kitten	Story
A Visit to a New Library	Conversation

**Performance of Primary 3 Students Achieving Basic Competence in Listening Tasks**

Students achieving basic competence were able to:

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

**Task Name: Helen's Christmas Party (Conversation)**

**Task Content:** Helen talked to her mum about a Christmas party. She talked about what she ate and did at the party.

**Understanding the Causal Relationship between Ideas**

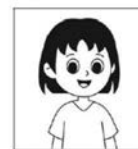
- A majority of the students could understand the causal relationship of ideas built in the spoken text. When asked why Helen enjoyed the party, students were able to identify 'she liked the food' as the reason when they heard '*I enjoyed the party because the food was delicious.*'.
5. Helen enjoyed the party because \_\_\_\_\_.
- ☐ A. she loved singing
  - ☒ B. she liked the food
  - ☐ C. her mum made some cakes
  - ☐ D. her friends gave her a beautiful flower

3EL1/3 Part 1A Q.5

**Understanding Basic Differences in Intonation**

- Most students could identify that the speaker was happy when they heard Helen saying '*It was a great party!*'.

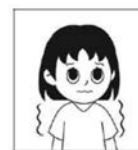
1. How does Helen feel?



☒ A.



☐ B.



☐ C.



☐ D.

3EL1/3 Part 1A Q.1

**Discriminating a Small Range of Ending Sounds**

- A majority of the students were able to discriminate ending sounds 'im', 'ik', 'ing' and 'ip'. They could identify the title of the book Helen got from her classmates was 'Postman Tim' from 'Postman Tik', 'Postman Ting' and 'Postman Tip' (3EL1/3 Part 1A Q.4).

**Task Name: Helen's Hobby (Conversation)**

**Task Content:** Helen talked to her classmate, Jim, about her hobby. She told Jim where and when she played badminton and why she liked her badminton classes.

**Identifying Key Words on Familiar Topics with Straightforward Verbal Cues**

- A majority of the students were able to identify key words on a familiar topic about places, even with distractors built in the spoken text. They were able to identify 'a sports centre' as the place where Helen played badminton when they heard:

Jim: *Do you play it in school or in a park?*

Helen: *I go to Fit Fit Sports Centre near my home. I'm a member of a badminton club there.*

- Most students could identify key words with straightforward verbal cues. When asked when Helen played badminton, students were able to choose 'Wednesdays' as the correct answer when they heard Helen saying '*I play for two hours every Wednesday after school.*'.

- Helen plays badminton in \_\_\_\_\_.
  - ☐ A. a park
  - ☐ B. school
  - ☒ C. a sports centre
  - ☐ D. her home

3EL1/2 Part 1B Q.1

- When does Helen play badminton?
  - ☐ A. on Tuesdays
  - ☒ B. on Wednesdays
  - ☐ C. on Saturdays
  - ☐ D. on Sundays

3EL1/2 Part 1B Q.2

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

- A majority of the students could identify the reasons why Helen liked the badminton lessons when the ideas were linked by 'also':

Jim: *Don't you feel tired?*

Helen: *No. I love every badminton lesson. Playing badminton makes me strong. I also like the teacher.*

- Helen likes the badminton lessons because \_\_\_\_\_.
  - 1) she can play for two hours
  - 2) they make her strong
  - 3) she likes the teacher
  - 4) she plays in a badminton club
  - ☐ A. 1 and 2
  - ☐ B. 1 and 4
  - ☒ C. 2 and 3
  - ☐ D. 3 and 4

3EL1/2 Part 1B Q.3



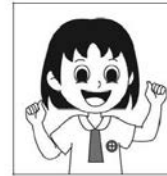
**Discriminating a Small Range of Initial Consonants**

- Most students could discriminate initial consonants 'T', 'Ch', 'F' and 'P'. They could identify Helen's teacher as 'Mr Tang' from 'Chang', 'Fang' and 'Pang' (3EL1/2 Part 1B Q.4).

**Understanding Basic Differences in Intonation**

- Most students could identify that the speaker was excited when they heard Helen saying 'At the end of each lesson, he plays a game with us. The winner gets a free drink!'.

5. How does Helen feel?



● A.



○ B.



○ C.



○ D.

3EL1/2 Part 1B Q.5

**Task Name: A School Activity (Conversation)**

**Task Content:** Helen talked to her grandpa about a school activity. Helen and her classmates went to an old people's home. She told her grandpa what she did with the old people.

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

- Most students could identify key words related to daily life experiences, e.g. vehicles. They were able to identify that Helen and her classmates went to the old people's home by school bus when they heard 'We took the school bus at 9:20.'

2. How did Helen get to the old people's home?

- A. by train  
○ B. by car  
○ C. by taxi  
● D. by school bus

3EL1 Part 2 Q.2

- A majority of the students were able to identify key words related to daily life experiences, e.g. toys. They were able to identify the picture of a paper bird which an old woman made for Helen at the old people's home when they heard:

Helen: *She made me a paper bird.*

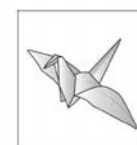
7. What did the old woman give Helen?



○ A.



○ B.



● C.



○ D.

3EL1 Part 2 Q.7

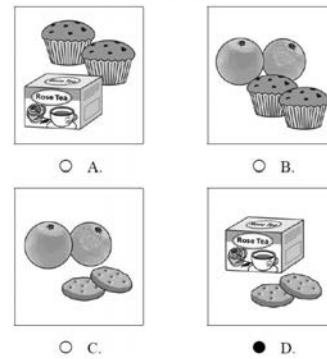
**Understanding the Connection between Ideas Using Cohesive Devices**

- When talking about the presents which Helen gave the old people, a majority of the students could identify the picture of tea and biscuits when the ideas were linked by 'and' in the spoken text:

Grandpa: *Did you give any presents to the old people? Cakes? Fruit?*

Helen: *We gave them some biscuits and tea.*

8. What presents did the old people get?



3EL1 Part 2 Q.8

**Understanding the Connection of Ideas with Causal Relationship**

- A majority of students could identify 'She can have a good time with the old people' as the reason why Helen wanted to visit the old people again when they heard 'Yes, I want to go again because we can have a happy time together.'.

9. Why does Helen want to visit the old people again?

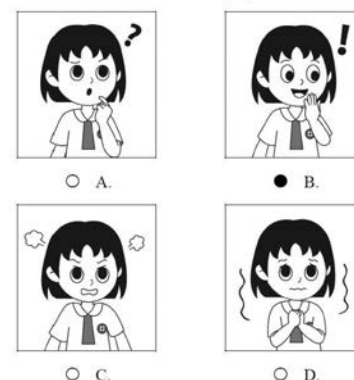
- ☐ A. The old people's home is big.
- ☐ B. The old people dance well.
- ☐ C. She wants to give them presents.
- ☒ D. She can have a good time with the old people.

3EL1 Part 2 Q.9

**Understanding Basic Differences in Intonation**

- Most students could identify that the speaker was surprised when they heard Helen saying 'Grandpa, they are old but can still dance very well!'.

6. How does Helen feel about the old people?



3EL1 Part 2 Q.6

**Task Name: Helen's English Lesson (Conversation)**

**Task Content:** Helen talked to her dad about her English lesson. She told him what they did in the lesson.

**Identifying Key Words on Familiar Topics with Straightforward Verbal and Pictorial Cues**

- A majority of the students were able to identify key words with straightforward verbal cues. They were able to identify that Helen's English lesson was the 'second' lesson when they heard Helen saying 'Our *principal*, Mr Chan, came to watch us in the second lesson'.
- Most students could also identify the picture of cookies as the food that the school principal gave the students with the help of pictorial cues, indicating that the food item was a familiar topic to the students. Students were able to get the correct answer when they heard Helen saying: 'Miss Hay gave us some sweets, pencils and stickers when we won the games! Mr Chan said we were smart students. He gave us some cookies.'

1. Helen's English lesson is in the \_\_\_\_\_ lesson.

- ☐ A. first  
☒ B. second  
☐ C. third  
☐ D. fourth

3EL2 Part 1A Q.1

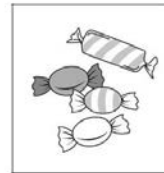
5. Mr Chan gave the students \_\_\_\_\_.



☐ A.



☐ B.



☐ C.



☒ D.

3EL2 Part 1A Q.5

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

- Most students could understand the connection of ideas linked by 'and'. They were able to identify the activities that Helen did in her English lesson. Students were able to get the correct answer even with distractors built in the spoken text:

Dad: *What did you do in the lesson? Did you do any reading or writing?*

Helen: *No, we didn't. Our teacher played some word games and sang English songs with us.*

4. What activities did Helen have in the lesson?

- 1) playing word games  
 2) reading books  
 3) singing songs  
 4) writing stories

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

3EL2 Part 1A Q.4

**Discriminating a Small Range of Initial Consonants**

- Most students could discriminate initial consonants 'H' from 'B', 'D' and 'L'. They could identify Helen's English teacher as 'Miss Hay' from 'Miss Bay', 'Miss Day' and 'Miss Lay' (3EL2 Part 1A Q.3).

**Task Name: John's Kitten (Story)**

**Task Content:** Helen's mum told Helen a story about John's kitten. John got a kitten as a birthday present. The kitten was naughty and John found the kitten was gone one day when he was back from school. At last, John's mum took the kitten back from the park.

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

- A majority of students could identify key words related to daily life experiences such as 'numbers'. They were able to identify it was on his ninth birthday that John got a kitten as a present from his mum when they heard:

Mum: *John loves small animals. On his 9<sup>th</sup> birthday, his mum gives him a kitten as a birthday present.*

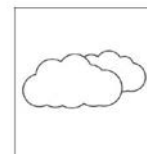
- Most students could identify key words related to daily life experiences about weather conditions with pictorial cues. They were able to identify the picture of rainy weather when they heard 'One day, it rains a lot.'

1. John gets a kitten on his \_\_\_\_\_ birthday.

- ☐ A. 5<sup>th</sup>  
☐ B. 6<sup>th</sup>  
☒ C. 9<sup>th</sup>  
☐ D. 10<sup>th</sup>

3EL2/3 Part 2 Q.1

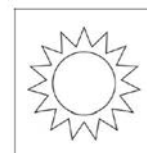
7. What is the weather like?



☐ A.



☒ B.



☐ C.

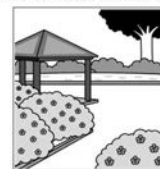


☐ D.

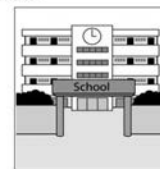
3EL2/3 Part 2 Q.7

- A majority of the students were able to identify key words on familiar topics such as 'places' with straightforward pictorial cues. They were able to identify the picture of a park as the place where John's mum found the naughty kitten when they heard '*It jumped out of the window and ran to the park. I ran after it to bring it back*'.

9. Where did John's mum find the kitten?



☒ A.



☐ B.



☐ C.



☐ D.

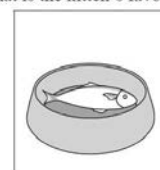
3EL2/3 Part 2 Q.9

### Understanding the Connection between Ideas Using Cohesive Devices

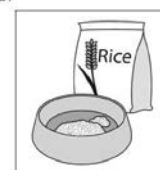
- Most students could understand the connection of ideas contrasted by 'but'. They were able to identify the favourite food of the kitten when they heard:

Mum: ...*He feeds it with milk, chicken and rice. But its favourite food is fish.*

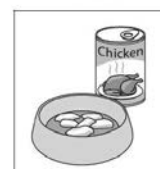
4. What is the kitten's favourite food?



☒ A.



☐ B.



☐ C.



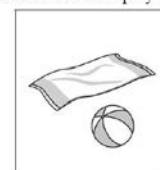
☐ D.

3EL2/3 Part 2 Q.4

- A majority of the students were able to understand the connection of ideas linked by 'too'. They were able to identify the things that the kitten loved to play with when they heard:

Mum: *It likes to play with a ball. It loves to play with water bottles too.*

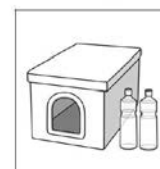
5. The kitten loves to play with \_\_\_\_\_.



☐ A.



☐ B.



☐ C.



☒ D.

3EL2/3 Part 2 Q.5

- When listening to the story about John's kitten, a majority of the students could understand the reason why John thought the kitten was naughty when the ideas were linked by 'so' in the spoken text:

Mum: *It jumps here and there in the bedroom.*

So John thinks it is sometimes very naughty.

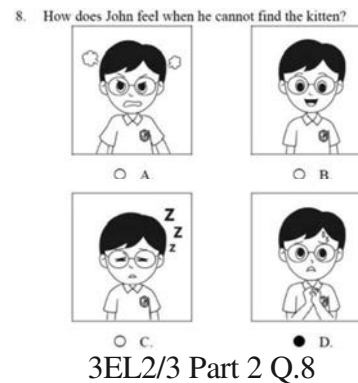
6. Why does John think the kitten is naughty?

- ☒ A. It jumps in the bedroom.
- ☐ B. It does not eat rice.
- ☐ C. It sleeps with a towel.
- ☐ D. It does not play with John.

3EL2/3 Part 2 Q.6

**Understanding Basic Differences in Intonation**

- Most students could identify the picture of John being worried when he could not find the kitten at home when they heard ‘Oh, where is my kitten? Where is it?’.

**Discriminating a Small Range of Initial Consonants**

- A majority of the students could discriminate a small range of initial consonants. They could identify the name of the pet shop as ‘Gunny Pet Shop’ from ‘Bunny Pet Shop’, ‘Funny Pet Shop’ and ‘Sunny Pet Shop’ (3EL2/3 Part 2 Q.2).

**Primary 3 Reading****Design of Reading Papers**

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

<i>Tasks</i>	<i>Text Types</i>
Summer Sale	Advertisement
New Book	Poster
A Bad Day	Story
Yummy Burgers	Advertisement
Chinese New Year Activities	Poster
The Butterfly Dancer	Story

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

**Performance of Primary 3 Students Achieving Basic Competence in Reading Tasks**

Students achieving basic competence were able to:

- recognise key words on familiar topics/related to daily life experiences
- understand the connection of ideas with the help of cohesive devices

- understand the connection of ideas in an advertisement / a poster
- understand the connection of ideas by following pronoun references in a story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

### Task Name: Summer Sale (Advertisement)

**Task Content:** John read an advertisement about a summer sale at a department store.



### Recognising Key Words Related to Daily Life Experiences

- Most students could recognise key words related to daily life experiences such as 'numbers'. They were able to identify that John could buy toys on the eighth floor of the department store with the key words '8/F' in the advertisement.

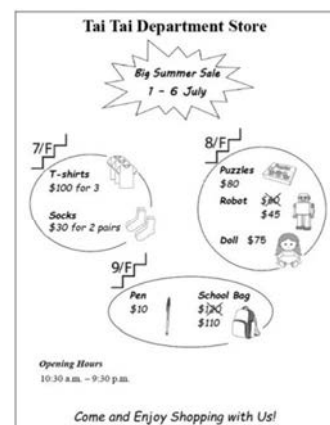
2. John can buy toys on the \_\_\_\_\_ floor.

- ☐ A. sixth                      ☐ B. seventh  
☒ C. eighth                      ☐ D. ninth

3ERW1/3 Part 1 Q.2

### Understanding the Connection of Ideas in an Advertisement

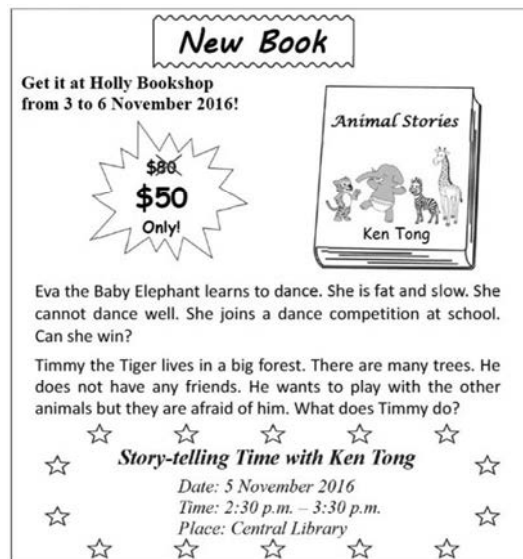
- Students were able to understand the connection of ideas in the advertisement. When asked when John could go to the sale, a majority of the students were able to choose '5 July' as the correct answer by reading the contextual clue 'Big Summer Sale 1 - 6 July' in the advertisement (3ERW1/3 Part 1 Q.3).





**Task Name: New Book (Poster)**

**Task Content:** John read a poster in a bookshop.



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

- Most students could recognise key words on familiar topics such as 'prices'. They could identify the price of the new book as \$50 by referring to the information in the poster.
- 3ERW1 Part 2 Q.1
- How much is the book now?
 

<input checked="" type="radio"/> A. \$50	<input type="radio"/> B. \$60
<input type="radio"/> C. \$70	<input type="radio"/> D. \$80
- A majority of the students were able to recognise key words related to daily life experiences such as 'time'. They could identify the starting time of the story-telling as '2:30 p.m.' by reading the contextual clue 'Time 2:30 p.m. – 3:30 p.m.' in the poster (3ERW1 Part 2 Q.7).

**Understanding the Connection between Ideas**

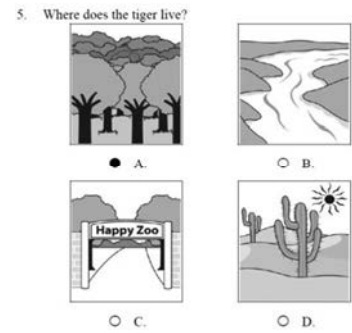
- A majority of the students were able to understand the implicit connection of ideas in the poster. They were able to identify 'She is fat and slow.' as the reason why the elephant could not dance well when the ideas were linked implicitly in the poster: 'She is fat and slow. She cannot dance well.'
- The elephant cannot dance well because \_\_\_\_\_.
 

<input type="radio"/> A. she cannot make friends	<input type="radio"/> B. she does not like dancing
<input type="radio"/> C. she is afraid of Timmy	<input checked="" type="radio"/> D. she is fat and slow
- 3ERW1 Part 2 Q.3



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

- With the help of contextual clues and pictorial cues, a majority of the students were able to predict the meaning of unfamiliar words in the poster. When asked where the tiger lived, the students could predict the meaning of the unfamiliar word 'forest' correctly with the help of the contextual clue 'There are many trees.' and the pictorial cues given in the options.



3ERW1 Part 2 Q.5

**Task Name: A Bad Day (Story)**

**Task Content:** John read a story about Bob's bad day.

**A Bad Day**

Bob goes to the market with his mum by tram today.

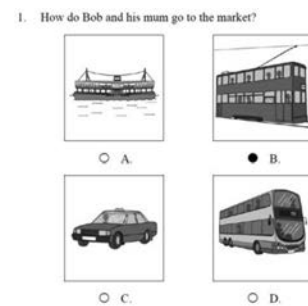
There are many people in the market. Bob and his mum buy some oranges. Bob puts the oranges in a bag. The bag breaks and they fall to the ground. Bob is sad.

Then, they buy some fish. A big fish in a tank jumps up. The water makes Bob's face wet and dirty. He gets angry. He takes a handkerchief from his trousers to clean his face. When he turns around, Mum is not there. Bob is scared. He starts to cry.

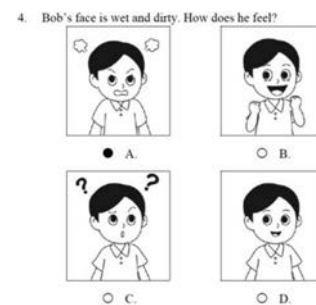
Bob hears Mum calling him. He stops crying. Mum buys him an ice cream. But Bob is careless and drops it on his trousers. He has no ice cream. What a bad day!

**Recognising Key Words Related to Daily Life Experiences**

- A majority of the students were able to recognise key words related to their daily life experiences such as public transport and feelings. Students were asked what public transport Bob and his mum took to get to the market. They were able to recognise the key words 'by tram' and chose the correct picture.
- A majority of the students were also able to recognise key words about 'feelings'. When asked how Bob felt when his face got wet and dirty, students were able to match the picture of an angry face with the key words 'He gets angry.'.



3ERW1/2 Part 3 Q.1



3ERW1/2 Part 3 Q.4

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

- A majority of the students could understand the connection of ideas by following pronoun references in a story. They could interpret 'it' as 'the ice cream' by reading 'Mum buys him an ice cream. But Bob is careless and drops it on his trousers.'. This showed they could follow the development of the story.

8. Read line 12. What does 'it' refer to?

- ☐ A. the water                      ☒ B. the ice cream  
☐ C. the bag                            ☐ D. the tank

3ERW1/2 Part 3 Q.8

**Task Name: Yummy Burgers (Advertisement)**

**Task Content:** John read an advertisement about yummy burgers.

**Recognising Key Words on Familiar Topics**

- A majority of the students could recognise key words on familiar topics such as seasons and food in the advertisement. Students recognised the key word 'Christmas' as the season John could buy the new burgers (3ERW2 Part 1 Q.2). When asked what was in the chicken burger, a majority of the students were able to choose 'vegetables' as the correct answer, indicating they could recognise key words in the advertisement (3ERW2 Part 1 Q.3).

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

- A majority of the students were able to understand the connection of ideas contrasted by 'but'. They could identify that the chicken burger was 'spicy' by referring to the information in the advertisement 'Not salty but spicy!'.

4. The chicken burger is \_\_\_\_\_.

- ☒ A. spicy                                      ☐ B. sweet  
☐ C. sour                                        ☐ D. salty

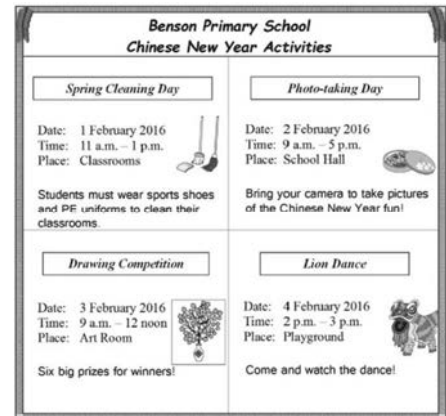
3ERW2 Part 1 Q.4

**Task Name: Chinese New Year Activities (Poster)**

**Task Content:** John read a poster about Chinese New Year activities at school.

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

- A majority of the students were able to recognise key words on familiar topics, e.g. ‘*objects*’, ‘*dates*’ and ‘*places*’. When asked what John should bring if he wanted to join the Photo-taking Day, students could choose the picture of a camera as the correct answer by recognising the key words ‘*Bring your camera to take pictures...*’ in the poster (3ERW2/3 Part 2 Q.3). When asked about the date of the Drawing Competition, students could recognise the key words ‘*3 February*’ (3ERW2/3 Part 2 Q.5).
- A majority of the students were also able to recognise key words about *places*. When asked where the Lion Dance was held, students could identify the venue as ‘*playground*’ with the contextual clue ‘*Place: Playground*’.
- Students could also recognise key words related to daily life experiences such as ‘*numbers*’. They could identify that there were six prizes in the Drawing Competition by recognising key words ‘*Six big prizes for winners!*’ (3ERW2/3 Part 2 Q.4).



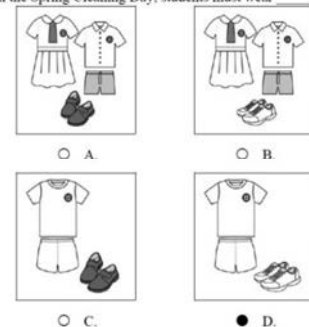
6. Students can join the Lion Dance in the \_\_\_\_\_.
- ☒ A. playground                      ☐ B. classrooms  
☐ C. art room                              ☐ D. school hall

3ERW2/3 Part 2 Q.6

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

- Most students could understand the connection of ideas linked by ‘*and*’. They were able to answer that students had to wear ‘*sports shoes and PE uniforms*’ on the Spring Cleaning Day when the ideas were linked explicitly by ‘*and*’.

2. On the Spring Cleaning Day, students must wear \_\_\_\_\_.



3ERW2/3 Part 2 Q.2

## Primary 3 Writing

### Design of Writing Papers

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

<i>Tasks</i>	<i>Text Types</i>
Late for School	Story
My Favourite Lesson	Personal description

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

### Performance of Primary 3 Students Achieving Basic Competence in Writing Tasks

In general, students understood the task requirements in the writing tasks. For ‘*Late for School*’, students were able to provide a factual account of the story based on the pictures. Students could provide brief and relevant ideas using the prompts for ‘*My Favourite Lesson*’. 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.

### Late for School (3ERW1 / 3ERW2 Part 4)

In this writing task, students were asked to write a story about what happened when Jane woke up late for school based on the given pictures.



## Student Exemplar 1



↑ [ 'Time for school' says mum. Oh! Jane get up late ]

[ She is wear so she doesn't have a breakfast. ] [ She not take a Maths book and English Worksheet. ] →

2 [ Jane is sad because she is late for school. ]

**Content:**

- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

**Language:**

- ◆ Uses a small range of vocabulary: *Oh!, sad*
- .... Writes short and simple sentences: *'Time for school' says mum. Oh! Jane get up late.*
- Uses a small range of cohesive devices: *so, and*
- ▲ Makes some grammatical mistakes: *She is wear so she doesn't have a breakfast. She not take a Maths book and English worksheet.*





## Student Exemplar 2

1

[One day, Jane's mum says 'Jane time for school got up'.]

[Jane's mum took breakfast for Jane.]

[But Jane not took the Maths and English worksheet.]

2 [Jane went to school but her teaches is angry. Jane is not happy.]

**Content:**

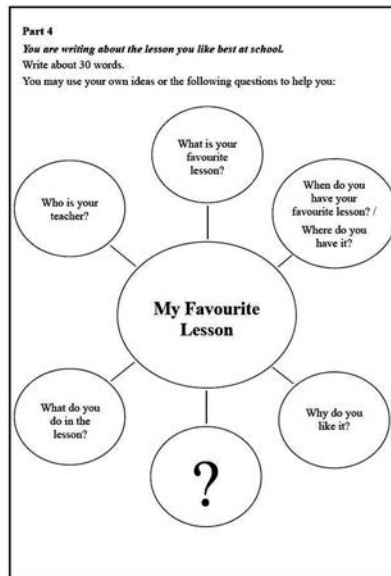
- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

**Language:**

- ◆ Uses a small range of vocabulary: *not happy, angry*
- .... Writes short and simple sentences: *One day, Jane's mum says...Jane's mum took breakfast for Jane.*
- ~ Uses a small range of cohesive devices: *But, and*
- ▲ Makes some grammatical mistakes: *... 'Jane time for school got up...But Jane not took the Maths and English worksheet.*
- Makes some spelling mistakes: *breakfust (breakfast), teaches (teacher)*

**My Favourite Lesson (3ERW3 Part 4)**

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



**Student Exemplar 3**

When do you have your favourite lesson? / Where do you have it?

What is your favourite lesson?

Why do you like it?

Who is your teacher?

What do you do in the lesson?

**Content:**

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

**Language:**

- ◆ Uses a small range of vocabulary: *fun, kind, mask*
- .... Writes short and simple sentences: *I have it in my classroom. She is kind.*
- ~ Uses a small range of cohesive devices: *because, and*
- ▲ Makes some grammatical mistakes: *My Favourite lesson is Visal Arts because they are fun...I draw pictures and do mask together.*
- Makes one spelling mistake: *visal (visual)*

## Student Exemplar 4

What is your favourite lesson?

Who is your teacher?

1

[My favourite lesson is Art lesson]

[Miss Chao is my teacher]. [I have my Art lesson in 3B classroom.] [I like this lesson because Art lesson is fun.] [We will make crafes. I like Art lesson.]

When do you have your favourite lesson? / Where do you have it?

Why do you like it?

What do you do in the lesson?

**Content:**

- 1 Provides brief and relevant ideas to the questions

**Language:**

- ◆◆ Uses a small range of vocabulary: *Art lesson, fun*
- .... Writes short and simple sentences: *I have my Art lesson in 3B classroom...I like Art lesson.*
- ~ Uses a small range of cohesive devices: *because*
- Makes one spelling mistake: *crafes* (*crafts*)



## Primary 3 Speaking

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

## Good Performance of Primary 3 Students in 2016

### Primary 3 Listening

#### Good Performance in Listening Tasks

Students with good performance were able to:

- identify key words with distractors built in the spoken text

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

#### Identifying Key Words with Distractors Built in the Spoken Text

- More able students could identify key words on topics such as places, with distractors built in the spoken text. They were able to identify ‘the first floor’ as the place where Helen and her classmates met the old people when they heard Helen saying ‘*There are four floors. We went to the first floor.*’

4. Where did Helen go to meet the old people?

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

3EL1 Part 2

‘A School Activity’ Q.4

## Primary 3 Reading

#### Good Performance in Reading Tasks

Students with good performance were able to:

- understand the connection of more than one idea in a poster
- understand the connection of ideas by following pronoun references in a story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

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

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

- The more able students showed competence in understanding the connection of more than one idea in the poster. When asked the total number of Chinese New Year activities in the school, students were able to tell there were four activities for students to join.

7. There are \_\_\_\_\_ Chinese New Year activities in the school.

- ☐ A. two                      ☐ B. three  
☒ C. four                      ☐ D. five

3ERW2/3 Part 2

‘Chinese New Year Activities’ Q.7

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

- The more able students could interpret ‘they’ as ‘the oranges’ in lines 4 – 5 (*Bob puts the oranges in a bag. The bag breaks and they fall to the ground.*) of the story, even when the pronoun was not close to the subject it referred. This showed that students could follow the pronoun references across a few lines.

2. Read line 5. The word ‘they’ refers to \_\_\_\_\_.

- ☐ A. the people in the market      ☐ B. Bob and his mum  
☒ C. the oranges                      ☐ D. the fish

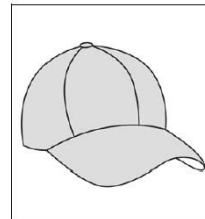
3ERW1/2 Part 3

‘A Bad Day’ Q.2

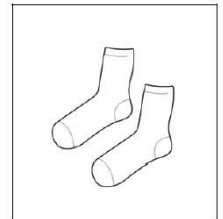
**Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues**

- The more able students could make use of the contextual clues and pictorial cues given to predict the meaning of unfamiliar words in the story. When asked what Bob took from his trousers, the more able students could predict the meaning of the unfamiliar word ‘handkerchief’ correctly with the help of the contextual clue ‘*He takes a handkerchief from his trousers to clean his face.*’ and the pictorial cues given in the options.

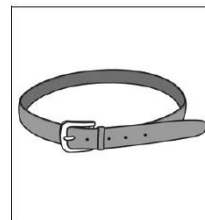
5. What does Bob take from his trousers?



☐ A.



☐ B.



☐ C.



☒ D.

3ERW1/2 Part 3

‘A Bad Day’ Q.5


## Primary 3 Writing

For 'Late for School', students with good writing skills were able to provide a logical story based on pictures with supporting details. The description was very clear and coherent. For 'My Favourite Lesson', students could provide relevant ideas with 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.

### Late for School (3ERW1 / 3ERW2 Part 4)

#### Student Exemplar 5

1 [Last Monday, mum said "Time for school!" Jane woke up but it was seven thirty in the morning the bus came at seven fifty in the morning] [So, Jane did not ate the bread and changed her clothes as fast as she could] Then, she ran away but she did not bring her homework] [At last, the teacher write her hand book and Jane was very unhappy.] 2



#### Content:

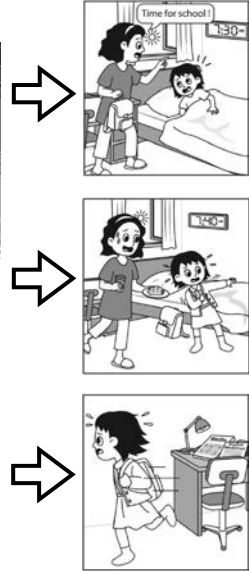
- 1 Provides a story with supporting details
- 2 A logical ending is given to the story

#### Language:

- ◆ Uses a range of vocabulary: *woke, as fast as she could*
- .... Uses a range of sentence patterns: *Jane woke up but it was seven thirty...So Jane did not ate the bread and changed her clothes as fast as she could.*
- ~ Uses a range of cohesive devices: *but, Then*
- ▲ Makes a few grammatical mistakes: *...Jane did not ate...the teacher write...*
- Makes one spelling mistake: *thirty (thirty)*

## Student Exemplar 6

[One day Jane get up late and her mom has to wake her up.]  
 [And Jane has to wear her uniform quickly and her mom has to bring the breakfast to eat, after eating the breakfast it was already 7:40 AM and it was late for school.] [And Jane forgot her home work.]  
 [At last Jane has a punishment for didn't bring her homework.]

**Content:**

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

**Language:**

- ◆ Uses a range of vocabulary: *wake, punishment*
- .... Uses a range of sentence patterns: *One day Jane get up late and her mom had to wake her up...it was already 7:40 AM...*
- ~ Uses a range of cohesive devices: *and, At last*
- ▲ Makes a few grammatical mistakes: *And Jane has to wear her uniform's...Jane has a punishment for didn't bring her homework.*
- Makes one spelling mistake: *uniform's (uniform)*



**My Favourite Lesson (3ERW3 Part 4)****Student Exemplar 7**

What is your favourite lesson?

[My favourite lesson is PE]  
 [I like it very <sup>1</sup> much because  
 I like playing games.] [I have  
 PE lessons in the playground.]  
 [I like sports <sup>1</sup> very much. I can  
 play tennis, table tennis, swimming  
 and ice-skating. I can play <sup>1</sup> all  
 this ▲ sports.]  
 In this lesson, I play with  
 my <sup>1</sup> best friend, (very) time. [The  
 teacher was kind. She <sup>1</sup> always  
 play the funny games to us.]

Why do you like it?

When do you have your favourite lesson? / Where do you have it?

What do you do in the lesson?

Who is your teacher?

**Content:**

- <sup>1</sup> Provides relevant ideas to the questions with supporting details

**Language:**

- ◆ Uses a range of vocabulary: *sports, best friend, kind, funny games*
- .... Uses a range of sentence patterns: *I like sports very much. I can play tennis, table tennis...In this lesson, I play with my best friend very time.*
- ~ Uses a range of cohesive devices: *because, and*
- ▲ Makes a few grammatical mistakes: *I can play all this sports...She always play the funny games to us.*
- Makes one spelling mistake: *very (every)*

## Student Exemplar 8

What is your favourite lesson?

Who is your teacher?

Why do you like it?

What do you do in the lesson?

When do you have your favourite lesson? / Where do you have it?

?

My favourite lesson is ER HU lesson because my teacher Mr Cheung was kind and funny. He smiles when I am practicing ER HU. My teacher usually gives me to practice new songs for my exam. I have my lesson at the center with my mum and I usually go at Saturdays. I hope I will have my ER HU class every day!

**Content:**

- 1 Provides relevant ideas to the questions with supporting details

**Language:**

- ◆ Uses a range of vocabulary: *smiles, hope*
- .... Uses a range of sentence patterns: *...my teacher Mr Cheung was kind and funny...I hope I will have my ER HU class every day!*
- ~ Uses a range of cohesive devices: *because, and*
- ▲ Makes a few grammatical mistakes: *My teacher usally gives me to practice new songs...I usally go at Saturdays.*
- Makes a few spelling mistakes: *practicing (practising), usally (usually)*

## Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

### Reading Aloud

- Students with good performance were able to read a short text **fluently and clearly with appropriate pausing and intonation**. They made very few or no pronunciation mistakes. Students could also express the excitement/enjoyment for the seasons when reading these texts:

“Get ready. Go!” (3ES05)

I love summer! (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 good 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 Primary 3 Student Performances**

### Primary 3 Listening

- Students in general could identify key words in both conversations and stories, indicating they could follow the conversations between speakers and the development of the story.
- Students could identify key words related to daily life experiences (e.g. vehicles, weather conditions) and on familiar topics (e.g. places, food) with the help of verbal and pictorial cues.
- Students were able to understand the connection of ideas which were linked or contrasted by cohesive devices such as ‘and’, ‘also’ and ‘but’. Some students could also understand the causal relationship of ideas in the spoken texts linked by ‘because’.
- Students could understand basic differences in intonation when speakers expressed excitement, surprise and fear.
- Students were able to discriminate words with a small range of consonant sounds.

### Primary 3 Reading

- Students were able to recognise key words on familiar topics (e.g. places, seasons and food) and those related to daily life experiences such as ‘time’, ‘public transport’ and ‘feelings’. Straightforward contextual clues and pictorial cues were found to be useful to students in helping them to get the correct answers.
- Students were generally able to understand the connection between ideas linked or contrasted by cohesive devices ‘and’ and ‘but’. They could also understand the connection of ideas in advertisements and posters.
- Students were able to understand the connection between ideas by following pronoun references in a story. However, following pronoun references is still a challenge for some students.
- With the help of straightforward contextual clues and pictorial cues, students were able to predict the meaning of unfamiliar words in a poster. However, predicting the meaning of unfamiliar words is still challenging for some students.

### Primary 3 Writing

- There were two writing tasks in the three sub-papers. For ‘*Late for School*’, students were given word prompts ‘get up / late’, ‘wear / breakfast’ and ‘not take’ for the three pictures and were asked to write a story about Jane being late for school. They were also asked to provide an ending to the story. Students generally were able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. The performance of students also showed that the topic ‘Late for School’ was quite familiar to them. Students were also able to complete the story with relevant ideas by using the word prompts.
- In ‘*My Favourite Lesson*’, students were expected to write about their favourite lesson. Question prompts were given to help students write: ‘*What is your favourite lesson?*’, ‘*When do you have your favourite lesson? / Where do you have it?*’, ‘*Who is your teacher?*’, ‘*What do you do in the lesson?*’ and ‘*Why do you like it?*’. 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.

#### *Late for School*

#### *Providing Ideas Based on the Pictures and Word Prompts*

- Students were able to write a short story based on the pictures using the word prompts ‘get up’, ‘late’, ‘wear’, ‘breakfast’ and ‘not take’: *Today Jane get up mum said “Time for school.” Jane very afraid I late. Jane wear my school uniform...very qulicky go to school but don’t take mathe book and English worksheet. She feel sad.* The storyline



was clear and ideas were quite coherent. Students were also able to describe the general feelings of Jane about being late for school, e.g. *'Jane very afraid.'*

- The more capable students were able to elaborate and provide ideas relevant to the topic:
  - *One day, Jane was fall sleep. Suddenly she heard mum said, 'Time for School!' so she woke up at once. She knew she was late.*

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

- Students were able to provide a brief ending to the story:
  - *Teacher shouted at Jane.*
  - *She go to school and the teacher scold her.*
  - *She not take she homework. She feel sad.*
- The more capable students were able to end the story with elaboration. Some of the students were able to write about the lessons Jane learnt from the incident. For example:
  - *When she went to school, her teacher scolded her for being too late up for school. This story teaches you to be a responsible student.*

### **Using Word Prompts in the Pictures**

- Some students used the word prompts given in the first picture to write the story: *Mum say 'Time for school!'*

### **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: *'school uniform', 'bread', 'homework', 'run', 'forget', 'teacher', 'sad'*. The sentences given were usually short and simple, e.g. *'Today, I wake up, but I am late!'*, *'Jane's mum took breakfast for Jane.'*, *'Oh no! I forget to take my homework!'*
- Some students were able to use cohesive devices such as *'and', 'but' 'because'* and *'so'* to link or contrast ideas.
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). Incorrect usage of prepositions, pronouns, singular and plural nouns was common among students. They also misspelled some common words.
- The more capable students used a range of vocabulary, sentence patterns and cohesive devices:

- *“Ding! Dong! Ding! Dong!” The bell rings. Mary was not late, but she forgets to bring her homework. Her teacher was very angry and Mary will stay after school. What a bad morning for Mary.*

### **My Favourite Lesson**

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

- Students could write about their favourite lesson with relevant ideas. Students were familiar with the topic, they could provide relevant ideas to the questions and the ideas were organised. They were able to tell what their favourite lesson was, when and where they had the lesson, why they liked their favourite lesson and what they did in those lessons. Relevant and brief ideas were given:
  - *My Favourite lesson is Visal Arts because they are fun...Miss Chow is my teacher. She is kind. I draw pictures and do mask together.*
- The more capable students were able to provide ideas relevant to the topic with supporting details. The ideas were well-organised. For example: *‘My favourite lesson is P.E. My teacher Miss Wong is nice and friendly. She’s a great teacher.’*

#### **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: ‘P.E.’, ‘classroom’, ‘every day’, ‘run’, ‘fun’, ‘kind’ and ‘like’. The sentences written by students were short and simple, e.g. *‘I have my lesson on Monday.’*, *‘My teacher is Mrs Hao.’*, *‘I like it because I like computer.’* Some students were able to link ideas using ‘and’, ‘too’ and ‘because’.
- Students made some grammatical mistakes in tenses (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). There were some errors in the usage of prepositions, singular and plural nouns by students. They also made some spelling mistakes in their writing.
- The more capable students used a range of vocabulary, sentence patterns and cohesive devices:
  - *I like P.E. because it makes us refresh ourselves and healthy.*
  - *She always made us laugh when we were sad.*
  - *I am thankful to Miss Ma.*

## Primary 3 Speaking

### Reading Aloud

- Many students were able to read most of the texts aloud fluently and clearly. They made very few pronunciation mistakes. Some students had difficulty in pronouncing blends in 'brother' and 'primary'. Some dropped end consonants in 'iced' and 'stories'. Students also mispronounced some words in the reading texts, such as 'comics', 'favourite', 'card', 'much', 'race', 'winner', 'plane', 'count', 'hospital', 'housewife', 'taking', 'honey' and 'beach'.
- Some students mispronounced 'every' as 'very' and 'smell' as 'small'.

### Expression of Personal Experiences

- Many students were able to provide relevant responses to most of the questions from the oral examiners. Students were able to provide brief answers to Wh-questions (e.g. 'Where do you get the books?', 'Who is your best friend?').
- Students had difficulty in answering questions that required providing a reason (e.g. 'Why do you like playing with him/her/them?', 'Do you like summer? Why? Why not?').

### Picture Description

- Many students were able to provide relevant responses naturally based on the pictures. They were able to answer Wh-questions despite some mistakes in pronunciation (e.g. 'What is the weather like?', 'How does the girl feel?').
- Although students were familiar with the topics such as 'In the Playground', they did not have the vocabulary to respond to some Wh-questions. For example, when asked 'How does the girl feel? Why?', students did not know how to describe why the girl was sad (she was hurt/she fell on the ground) due to a lack of vocabulary.

## ***Overview of Student Performances in English Language at Primary 3 Territory-wide System Assessment 2014 – 2016***

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 2014 – 2016**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2014	80.3
2015	80.4
2016	81.1

A comparison of the strengths and weaknesses of P.3 student performances in Territory-wide System Assessment 2014 – 2016 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 Territory-wide System Assessment 2014 – 2016

Reading Year	2014	2015	2016	Remarks
<b>Strengths</b>	<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>Students were able to recognise key words on familiar topics (e.g. food) and those related to daily life experiences (e.g. time). Contextual clues and pictorial cues were useful to students.</li> <li>Students could understand the connection between ideas linked or contrasted by cohesive devices 'and' and 'but'. They could also understand the connection of ideas in the advertisements and posters.</li> <li>Students could understand the connection of ideas by following pronoun references in a story.</li> <li>Students were able to predict the meaning of unfamiliar words in a poster with contextual clues and pictorial cues.</li> </ul>	<ul style="list-style-type: none"> <li>Following pronoun references was still a challenge for some students.</li> </ul>
<b>Weaknesses</b>	<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 to.</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>	<ul style="list-style-type: none"> <li>Only the more able students could follow pronoun references across a few lines.</li> </ul>	

Writing Year	2014	2015	2016	Remarks
<b>Strengths</b>	<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 organised.</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 the writing task 'Late for School', students generally were able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>In 'My Favourite Lesson', students were generally able to respond to the questions with brief but relevant ideas.</li> <li>Some students were able to use cohesive devices to link ideas (e.g. 'because', 'and').</li> </ul>	<ul style="list-style-type: none"> <li>Students in general were able to provide short and brief ideas to the story. They used a small range of vocabulary and sentence patterns. However, grammatical and spelling mistakes were still common among students.</li> </ul>
<b>Weaknesses</b>	<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>roboot (robot), dropped (dropped), cak, calk (cake), tabe, tabld (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>	<ul style="list-style-type: none"> <li>Some students only provided brief ideas in their writing.</li> <li>Spelling mistakes were common among students.</li> <li>Grammatical mistakes (e.g. subject-verb disagreement) were still common in students' writing.</li> </ul>	

Listening Year	2014	2015	2016	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics or those 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 could identify key words related to daily life experiences (e.g. vehicles, weather conditions) and those on familiar topics (e.g. places, food) with the help of verbal and pictorial cues.</li> <li>Students were able to understand the connection of ideas that were linked or contrasted by cohesive devices such as 'and', 'also' and 'but'. Some students could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students could understand basic differences in intonation when speakers expressed excitement, surprise and fear.</li> <li>Students were able to discriminate words with a small range of consonant sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words on familiar topics/related to daily life experiences in the spoken texts.</li> <li>Students also showed understanding of the connection of ideas when the ideas were linked by cohesive devices such as 'and' and 'also'.</li> </ul>
<b>Weaknesses</b>	<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>Only students with good 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 good performance could distinguish '13' from '3', '30' and '33'.</li> </ul>	<ul style="list-style-type: none"> <li>Some students were unable to identify key words with distractors built in the spoken text.</li> </ul>	



Speaking Year	2014	2015	2016	Remarks
<b>Strengths</b>	<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 answers 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 good performance were able to provide elaboration to some questions.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', many students were able to read most of the texts aloud fluently and clearly. They made very few pronunciation mistakes.</li> <li>For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions.</li> <li>In 'Picture Description', many students were able to provide relevant responses naturally based on the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Students in general could read the short text in 'Reading Aloud' clearly and fluently.</li> <li>They could also respond to questions related to personal experiences.</li> <li>However, students had difficulty in answering questions that required providing a reason.</li> </ul>
<b>Weaknesses</b>	<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>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. brother) and they mispronounced some words (e.g. race, winner).</li> <li>For 'Expression of Personal Experiences', some students were hesitant in responding to 'Wh' questions (e.g. 'Do you like summer? Why? Why not?').</li> <li>In 'Picture Description', even though students were familiar with the topics (e.g. 'In the Playground'), they did not have the vocabulary to respond to some Wh-questions.</li> </ul>	