

Results of Primary 6 English Language in Territory-wide System Assessment 2017

The territory-wide percentage of P.6 students achieving English Language Basic Competency in TSA 2017 is 72.3%, indicating a slight increase in the percentage of students achieving basic competency in 2017 as compared to that of 2015.

Primary 6 Assessment Design

The assessment tasks for TSA 2017 P.6 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 2 (Primary 6)* and the *CDC Syllabus for English Language (Primary 1 – 6) 1997*. The tasks covered the four language skills: listening, reading, writing and speaking, and were designed in accordance with the learning objectives in three interrelated strands: Interpersonal (IS), Knowledge (KS) and Experience (ES).

The P.6 written assessment consisted of three sub-papers for Listening and three sub-papers for Reading and Writing, comprising a total of 120 items and 132 score points. Some items appeared in different written sub-papers, acting as inter-paper links. The duration of each Listening sub-paper was approximately 30 minutes, while that of each Reading and Writing sub-paper was 50 minutes. The oral assessment was comprised of two components, 'Reading Aloud and Teacher-Student Interaction' as well as 'Presentation', 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 7.11a. 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.6 written sub-papers is provided in Table 7.11b and that of the Speaking sub-papers is given in Table 7.11c.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Paper					
Listening	29(29)	29(29)	29(29)	--	58(58)
Reading	30(30)	30(30)	30(30)	--	60(60)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	60(66)	60(66)	60(66)	--	120(132)
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Teacher-Student Interaction	2(7)	2(7)	2(7)	--	6(7)
Presentation	2(10)	2(10)	2(10)	--	6(10)

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

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

Written Assessment			
Basic Competency	No. of Items (Score Points)		
Listening	6EL1	6EL2	6EL3
	29(29)	29(29)	29(29)
Reading	6ERW1	6ERW2	6ERW3
	30(30)	30(30)	30(30)
Writing	6ERW1	6ERW2	6ERW3
	1(7)	1(7)	1(7)

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

Speaking Assessment			
Basic Competency	No. of Items (Score Points)		
L3-R-3-P6BC (Reading aloud)	6ES01 & 6ES03 2 (8)	6ES05 & 6ES07 2 (8)	6ES09 & 6ES11 2 (8)
L3-S-3-P6BC (Ideas)	6ES01 – 6ES04 4 (16)	6ES05 – 6ES08 4 (16)	6ES09 – 6ES12 4 (16)
L3-S-4-P6BC (Language use)	6ES01 – 6ES04 4 (12)	6ES05 – 6ES08 4 (12)	6ES09 – 6ES12 4 (12)
L4-S-1-P6BC (Pronunciation)	6ES02 & 6ES04 2 (6)	6ES06 & 6ES08 2 (6)	6ES10 & 6ES12 2 (6)
Eye contact (Not B.C.)	6ES02 & 6ES04 2 (2)	6ES06 & 6ES08 2 (2)	6ES10 & 6ES12 2 (2)

Primary 6 Listening Items

Each student was required to attempt one of the three sub-papers (about 30 minutes), each of which consisted of three listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in Tables 7.12 and 7.13.

Table 7.12 P.6 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L3-L-1-P6BC	Discriminating between words with a range of vowel and consonant sounds	2
L4-L-2-P6BC	Understanding the use of a small range of language features in simple literary / imaginative spoken texts	4
L4-L-3-P6BC	Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	52
TOTAL		58

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L4-L-3-P6BC	How to Spend Time with Family <i>6EL1/6EL2 Part 1A</i>	Multiple choice	6(6)
L4-L-3-P6BC	Phone Calls (Blank Filling) <i>6EL1 Part 1B</i>	Blank filling	6(6)
L4-L-3-P6BC L4-L-2-P6BC L3-L-1-P6BC	My Favourite Animal <i>6EL1/6EL3 Part 2</i>	Multiple choice	6(6)
L4-L-3-P6BC	Leaving School <i>6EL1 Part 3</i>	Multiple choice	11(11)
L4-L-3-P6BC L3-L-1-P6BC	Phone Calls (Multiple Choice) <i>6EL2/6EL3 Part 1B</i>	Multiple choice	6(6)
L4-L-3-P6BC L4-L-2-P6BC	My Favourite Season <i>6EL2 Part 2</i>	Multiple choice	6(6)
L4-L-3-P6BC L4-L-2-P6BC	Billy's Story <i>6EL2/6EL3 Part 3</i>	Multiple choice	11(11)
L4-L-3-P6BC	How to Celebrate Chinese Festivals <i>6EL3 Part 1A</i>	Multiple choice	6(6)

Primary 6 Reading Items

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

Table 7.14 P.6 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	51
L3-R-6-P6BC	Applying simple reference skills with the help of cues	4
L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts	5
TOTAL		60

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-R-5-P6BC L4-R-4-P6BC	An E-Watch <i>6ERW1/6ERW3 Part 1</i>	Multiple choice	7(7)
L3-R-5-P6BC	Healthy Fruity Smoothie <i>6ERW1/6ERW2 Part 2</i>	Multiple choice	6(6)
L3-R-5-P6BC L3-R-6-P6BC	Black-faced Spoonbill <i>6ERW1/6ERW2 Part 3</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	Mary and Jenny <i>6ERW1 Part 4</i>	Multiple choice	10(10)
L3-R-5-P6BC	Chinese New Year Tours <i>6ERW2 Part 1</i>	Multiple choice	7(7)
L3-R-5-P6BC L3-R-6-P6BC L4-R-4-P6BC	A Black Friday <i>6ERW2/6ERW3 Part 4</i>	Multiple choice	10(10)
L3-R-5-P6BC	Two Messages <i>6ERW3 Part 2</i>	Multiple choice	6(6)
L3-R-5-P6BC L3-R-6-P6BC	Hong Kong Weather Report <i>6ERW3 Part 3</i>	Multiple choice	7(7)

Primary 6 Writing Tasks

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

Table 7.16 P.6 Writing: Distribution of Items

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

Table 7.17 P.6 Writing: Item Description

Basic Competency	Item Description	No. of Items (Score Points)
L3-W-3-P6BC	Careless Tom	$\frac{1}{2}$ (4)
L3-W-4-P6BC	6ERW1/6ERW2 Part 5	$\frac{1}{2}$ (3)
L3-W-3-P6BC	My Dream Home	$\frac{1}{2}$ (4)
L3-W-4-P6BC	6ERW3 Part 5	$\frac{1}{2}$ (3)

Primary 6 Speaking Tasks

Each selected student was required to attempt either ‘Reading Aloud and Teacher-Student Interaction’ or ‘Presentation’ in one of the 12 sub-papers (each sub-paper was about 5 minutes in length including preparation time). A set of four sub-papers were allocated to each session, totalling three sessions of oral assessment over 1.5 days. Sub-papers consisted of different topics: *After-school Activities* (6ES01), *In a Supermarket* (6ES02), *Mother’s Day* (6ES03), *Mother’s Day Surprise* (6ES04), *Tom’s Dream Job* (6ES05), *My Dream Job* (6ES06), *Where I Live* (6ES07), *Fighting in a Learning Centre* (6ES08), *Good Habits* (6ES09), *Tom’s Timetable* (6ES10), *Cooking in a Camp* (6ES11) and *A School Picnic* (6ES12). Descriptions of the speaking tasks are provided in Table 7.18.

Table 7.18 P.6 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L3-R-3-P6BC	Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation	Reading Aloud <i>6ES01, 6ES03, 6ES05, 6ES07, 6ES09, 6ES11</i>	6
L3-S-3-P6BC	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues	Teacher-Student Interaction <i>6ES01, 6ES03, 6ES05, 6ES07, 6ES09, 6ES11</i>	6
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes		
L4-S-1-P6BC	Pronouncing familiar words comprehensibly	Presentation <i>6ES02, 6ES04, 6ES06, 6ES08, 6ES10, 6ES12</i>	6
L3-S-3-P6BC	Providing and / or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of cues		
L3-S-4-P6BC	Using a small range of vocabulary, sentence patterns and cohesive devices to convey simple information and ideas fairly appropriately with the help of cues despite some grammatical mistakes		

Performance of Primary 6 Students Achieving Basic Competence in Territory-wide System Assessment 2017

Primary 6 Listening

Design of Listening Papers

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

Task	Text Type
How to Spend Time with Family	Personal Description
How to Celebrate Chinese Festivals	Personal Description
Phone Calls (Multiple Choice)	Note and Message
Phone Calls (Blank Filling)	Note and Message
My Favourite Animal	Poem
My Favourite Season	Poem
Leaving School	Conversation
Billy's Story	Story

Performance of Primary 6 Students Achieving Basic Competence in Listening Tasks

Students achieving basic competence were able to

- extract a specific piece of straightforward information
- grasp main ideas on familiar topics
- predict the likely development of a text with the help of pictorial clues
- discriminate between words with a range of consonant sounds
- discriminate between intonations when the expression being explicitly presented
- understand the connection between ideas by identifying pronoun references

Task Name: How to Spend Time with Family (Personal Description)

Task Content: Three students talk about how they spend time with their family.

Extracting a Specific Piece of Straightforward Information

- Most students could extract a specific piece of straightforward information from a spoken text. They knew May's family goes swimming when they heard, '*...on hot sunny days in summer, we go to a public pool to swim.*'

3. When the weather is very hot, May's family _____.

- ☐ A. goes hiking
- ☐ B. goes to the park
- ☒ C. goes swimming
- ☐ D. goes to another country

6EL1/6EL2 P1A Q.3

Task Name: My Favourite Season (Poem)

Task Content: Miss Chan is reading a poem called 'My Favourite Season'.

Extracting a Specific Piece of Straightforward Information

- Most students could extract a specific piece of straightforward information from a spoken text. They knew the writer feels happy in this season when hearing, '*In this season it's so much fun to play!*'

6. The writer feels _____ in this season.



- ☐ A. ☐ B.



- ☒ C. ☐ D.

6EL2 P2 Q.6

Task Name: Billy's Story (Story)

Task Content: Miss Ho is telling a story about Billy to her class.

Grasping Main Ideas on Familiar Topics

- The majority of students could grasp main ideas of spoken texts on familiar topics. In this task, they were able to listen for the main idea of the story that 12-year-old Billy was naughty, '*It's about a 12-year-old boy called Billy. He was a very naughty student. He did not like going to school and doing homework. He spent most of his time playing video games and sleeping.*'

1. Which of the following is true about Billy when he was 12 years old?



- ☐ A. ☐ B.



- ☒ C. ☐ D.

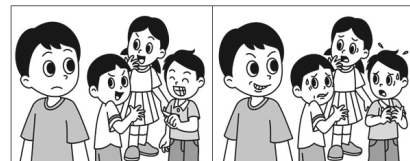
6EL2/6EL3 P3 Q.1

Predicting the Likely Development of the Text with the Help of Pictorial Clues

- The majority of students could predict what Billy's classmates would do to him by following the story and understanding the meaning of 'proud of him', 'He won some competitions and finally joined the Hong Kong Swimming Team. His classmates were proud of him.'

8. After Billy joined the Hong Kong Swimming Team, what would his classmates do?


☐ A.

☒ B.

☐ C.

☐ D.

6EL2/6EL3 P3 Q.8

Task Name: My Favourite Animal (Poem)

Task Content: Miss Chan is reading a poem about a favourite animal.

Discriminating between Words with a Range of Consonant Sounds

- Most students were able to distinguish the initial consonants /m/, /r/ and /s/ from /b/ when they heard 'It has a "bob" tail.'

4. The tail of a rabbit is called a '_____ 'tail.

- ☒ A. bob
☐ B. mob
☐ C. rob
☐ D. sob

6EL1/6EL3 P2 Q.4

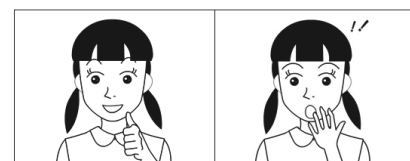
Task Name: Leaving School (Conversation)

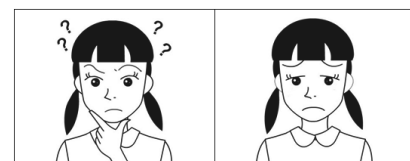
Task Content: Mr Lee, an English teacher, interviews a Primary 6 student on a school's radio programme.

Distinguishing between Intonations when the Expression Being Explicitly Presented

- Most students were able to discriminate between expressions of happiness, fear, doubt and sadness. They could identify the correct picture of Mary when they heard the presenter's explicit expression, i.e. 'On the whole, I've enjoyed my school life here.'

2. How does Mary feel about her school life?


☒ A.

☐ B.

☐ C.

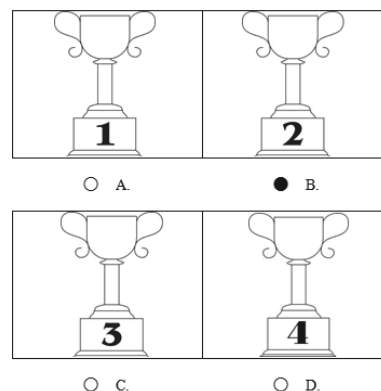
☐ D.

6EL1 P3 Q.2

Understanding the Connection between Ideas by Identifying Pronoun References

- Most students were able to connect ideas by identifying pronoun references. In this task, students were able to interpret 'it' in '*It was only a second place*' as the prize Mary won.

5. What prize did Mary win?



6EL1 P3 Q.5

Primary 6 Reading

Design of Reading Papers

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

Task	Text Type
An E-Watch	Advertisement
Healthy Fruity Smoothie	Recipe
Black-faced Spoonbill	Newspaper Article
Mary and Jenny	Story
Chinese New Year Tours	Poster
A Black Friday	Diary
Two Messages	Message
Hong Kong Weather Report	Weather Report

Performance of Primary 6 Students Achieving Basic Competence in Reading Tasks


Students achieving basic competence were able to

- extract specific information
- grasp the gist
- understand the use of onomatopoeia with the help of pictorial cues
- sequence events with the help of pictorial cues given as options
- identify main ideas
- make simple inferences with the help of pictorial cues given as options
- understand the connection between ideas by identifying pronoun references or cohesive devices
- interpret similes on familiar topics

Task Name: An E-Watch (Advertisement)

Task Content: Nancy is reading an advertisement about a new electronic watch.


NEW SMART E-WATCH 2017





From \$1,599

Our new E-Watch is coming soon in July 2017. This watch will make buying things, getting on your flight and keeping your body fit easier.

Easy Pay
Feel thirsty after playing basketball? Buy a drink in a supermarket with the E-Watch. 'Beep', then the drink is yours.








Easy Health
Do more exercise and stay healthy. Set your *workout* goals with the E-Watch. Follow them every day and you will be strong.

Easy Travel
Download the electronic plane ticket to the E-Watch. Get on the plane by showing it to the airline staff.



❖ Special price of \$1,299 for an E-Watch when ordering it online from 30 May to 5 June.

❖ *Free gifts for the first 100 customers.

*2 colourful E-Watch bands (worth \$560) OR 1-hour E-Watch training class (worth \$500)

Extracting Specific Information

- The majority of students were able to find the explicitly-stated price '\$1,299' in the advertisement and they also understood that 1 June was within the promotion period (*30 May to 5 June*) of selling E-Watches.

4. How much is an E-Watch if Nancy orders it on 1 June?

- ☐ A. \$500
- ☐ B. \$560
- ☒ C. \$1,299
- ☐ D. \$1,599

6ERW1/6ERW3 P1 Q.4

Grasping the Gist

- Many students were able to skim for gist of the advertisement. They knew that 'Easy Pay', 'Easy Health' and 'Easy Travel' were the different functions of an E-Watch.

7. This advertisement is about _____.

- ☐ A. free gifts from E-Watch shops
- ☒ B. ways of using an E-Watch
- ☐ C. where to buy an E-Watch
- ☐ D. the colour of an E-Watch

6ERW1/6ERW3 P1 Q.7

Understanding the Use of Onomatopoeia with the Help of Pictorial Cues

- Many students were able to understand that 'beep' was the sound made when paying for drinks by referring to the pictorial cues given in the task, i.e. a boy was buying a bottle of drink by using an E-Watch.

2. According to 'Easy Pay', 'beep' is the sound of _____.

- ☐ A. entering the supermarket
- ☒ B. paying for drinks
- ☐ C. drinking water
- ☐ D. playing basketball

6ERW1/6ERW3 P1 Q.2

Task Name: Healthy Fruity Smoothie (Recipe)

Task Content: Nancy is reading an online recipe about making a smoothie and people's comment after trying to make it.

HEALTHY FRUITY SMOOTHIE

By Margaret Woo

SHARE

10

easy → difficult

Ingredients:

- 3 strawberries
- 1 banana
- $\frac{1}{2}$ apple
- $\frac{1}{2}$ peach
- $\frac{3}{4}$ cup of soya milk
- 4 ice cubes

Steps:

1. Peel the banana and cut it into big chunks.
2. Wash the strawberries, apple and peach and cut them into small pieces.
3. Put the fruit, ice cubes and soya milk into an electric blender.
4. Blend until all the ingredients are mixed.
5. Pour the smoothie into glasses.

Tip:
Instead of soya milk, you can use water.

Comments:

Miss Exercise 3 March 2017
I love this smoothie. It keeps me healthy.

HenryPopping 4 April 2017
This is the nicest homemade smoothie I've ever tried. It is easy to make too! I followed Margaret's tip and put water into the mixture.

Sequencing Events with the Help of Pictorial Clues Given as Options

- 6ERW1/6ERW2 Part 2 Q.3 involved sequencing the steps of making the smoothie with the help of pictorial clues given as options. This question was answered correctly by almost all students.

3. Put the following pictures in the correct order.



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

6ERW1/6ERW2 P2 Q.3

Task Name: Black-faced Spoonbill (Newspaper Article)

Task Content: Terry is reading a newspaper article about the Black-faced Spoonbills' appearance and habitat.

Have you ever seen Black-faced Spoonbills in Mai Po, Hong Kong? They are big white birds with black faces. They have long beaks that look like spoons. 1

In summer, Black-faced Spoonbills can be found in Northeast Asia. They like places where very few people go. In winter, they travel south. Mai Po Wetland is one of the places they like coming to most. 5

Black-faced Spoonbills eat fish and shrimps in shallow water by the sea. However, many people have moved near the sea. They build factories there and also pollute the area. As a result, the birds cannot find food, so the number of Black-faced Spoonbills has continued to drop. Fewer and fewer Black-faced Spoonbills will be seen in the future if people keep polluting the birds' homes in nature. 10


Identifying Main Ideas

- The majority of students were able to identify the main idea of the given paragraph as places where Black-faced Spoonbills liked to go in summer and winter.
- 2. Paragraph 2 mainly talks about _____.
 - ☐ A. places in Hong Kong
 - ☒ B. places Black-faced Spoonbills go
 - ☐ C. the weather in South Asia
 - ☐ D. the people in Northeast Asia


6ERW1/6ERW2 P3 Q.2

Making Simple Inferences with the Help of Pictorial Clues Given as Options

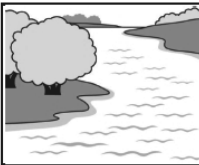
- The majority of students were able to infer simple information implicitly stated in a newspaper article. They inferred correctly the fact that the 'homes' of Black-faced Spoonbills were near the sea by referring to the contextual clues '*Mai Po Wetland*' and '*Black-faced Spoonbills eat fish and shrimps in shallow water by the sea*' as well as the pictorial clues given as options.
- 7. Which of the following is the 'home' of Black-faced Spoonbills?




☐ A.



☐ B.



☒ C.



☐ D.

6ERW1/6ERW2 P3 Q.7

Task Name: Mary and Jenny (Story)

Task Content: Terry is reading a story about two girls, Mary and Jenny. Mary did not like Jenny at the beginning but after something happened, they became good friends.

Read the **second part** of the story. Answer Questions 6 – 10.

The doorbell rang. Mary opened the door and saw Jenny. Jenny asked, “Are you okay? I smelt something bad and saw some smoke coming from your kitchen.” 1

Mary told her what had happened and began to sob. Jenny said, “Don’t worry. I used to be a bad cook. When I cooked beef the first time, it was just like stone.” Jenny helped Mary cook another bowl of noodles. 5

Mary smiled and said, “You are so kind and so good at cooking!”

Jenny said, “Because I love doing housework.”

The next day when Mary was sharing her chocolate with friends, she saw Jenny sitting alone. This time, Mary didn’t walk away. She ran over to Jenny quickly. 10

Understanding the Connection between Ideas by Identifying Pronoun References

- The majority of students were able to connect ideas by identifying pronoun references in a story. They understood that both ‘You’ and ‘I’ referred to Jenny when reading Mary and Jenny’s conversation.
9. Jenny could cook well because she _____.
- ☐ A. loved eating beef
- ☐ B. took cooking lessons
- ☐ C. was very kind
- ☒ D. enjoyed doing housework

6ERW1 P4 Q.9

Interpreting Similes on Familiar Topics

- Many students were able to interpret the meaning of ‘*When I cooked beef the first time, it was just like stone.*’ by associating the word ‘stone’ with something hard.
8. In lines 5 – 6, ‘it was just like stone’ means the beef was _____.
- ☐ A. soft
- ☒ B. hard
- ☐ C. salty
- ☐ D. spicy

6ERW1 P4 Q.8

Task Name: A Black Friday (Diary)

Task Content: Terry wrote about his bad day in his diary. A false fire alarm rang on Friday night and his family had to evacuate.

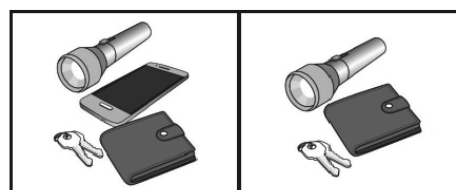
Read the **first part** of the diary. Answer Questions 1 – 6.

Saturday 14 December 20XX	1
It was really a <u>Black</u> Friday yesterday.	
At around 11pm, when I was studying, I heard the fire alarm. My whole family woke up. Many people went out to the corridor to see what was happening.	5
Mum said, "There may be a fire. Let's go downstairs." Dad told us to take some important things. I quickly took my wallet, keys and smartphone. However, I could not find a torch.	
We live on the 15 th floor but we could not take the lift. My brother Tom was crying, so Dad carried him down the stairs. I had to look after my 80-year-old grandfather and we could only move like a snail.	10

Understanding the Connection between Ideas by Identifying Cohesive Devices

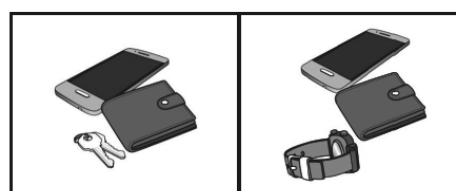
- The majority of students were able to use cohesive devices to connect and interpret ideas in the diary. In the task, students knew that Terry only took his wallet, keys and smartphone but not a torch by identifying 'and' and 'However'.

3. What did Terry take with him?



☐ A.

☐ B.



☒ C.

☐ D.

6ERW2/6ERW3 P4 Q.3

Primary 6 Writing

Students were required to complete one writing task in about 80 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 some details for 'Careless Tom' and they provided some relevant ideas with some details using the prompts for 'My Dream Home'. In terms of language, students were able to use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately, with some grammatical and spelling mistakes in both writing tasks.

Careless Tom (6ERW1 / 6ERW2 Part 5)

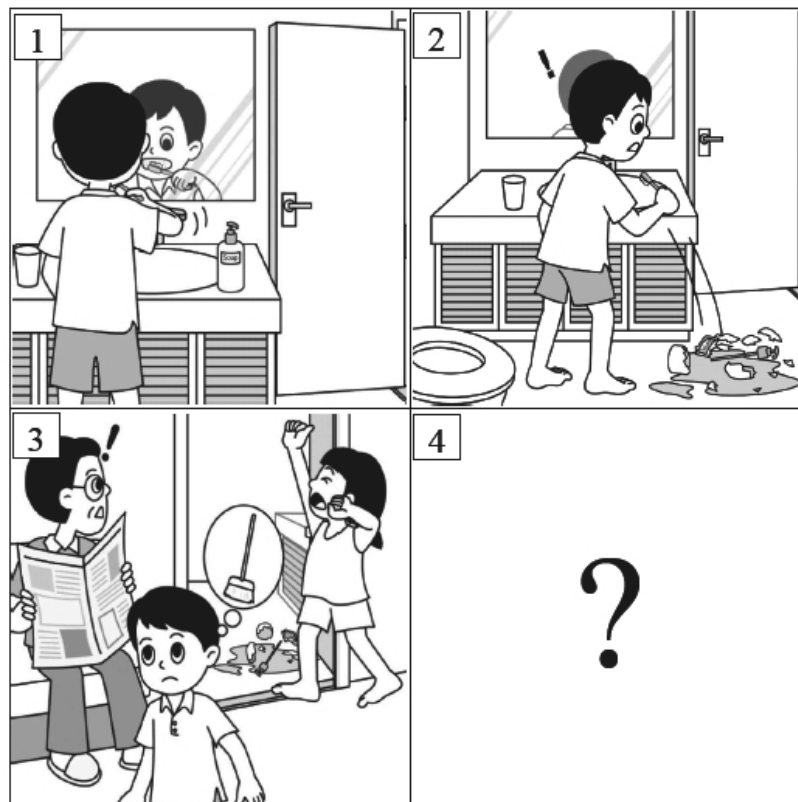
In this writing task, students were asked to write a story about what happened when Tom accidentally broke a bottle of soap in the bathroom based on the given pictures and guiding questions.

Part 5

Last Sunday something happened in Tom's home.

Write about what happened for the school magazine.

Write about 80 words. Use the following pictures and ideas for your writing.





- What was Tom doing in the bathroom?
- What did he hit?
- What happened to the bottle?
- What did Tom want to do?
- Who wanted to go into the bathroom?
- What did Dad do?
- What happened in the end?


The following Student Exemplars are written compositions that indicate students achieving basic competence in writing.

Student Exemplar 1

Careless Tom

1 Last Sunday something happened in Tom's home.
 1 Tom was cleaning his teeth in the bathroom this morning. When he was cleaning his teeth, the bottle broke. Tom felt scared. 'Dad, I broke the bottle,' Tom said. Tom wanted to sweep the bottle.
 1 Suddenly, Tom's sister, Marry, is going to the bathroom. 'Stop, Marry,' Dad said loudly. Marry stopped. She looked at the bottle and said, 'Who broke my bottle?' Tom said, 'Sorry, it's me. I was breaking your bottle.' Marry said Tom was honest.
 1 In the end, Tom and Marry go to the supermarket to buy the bottle.


Content:

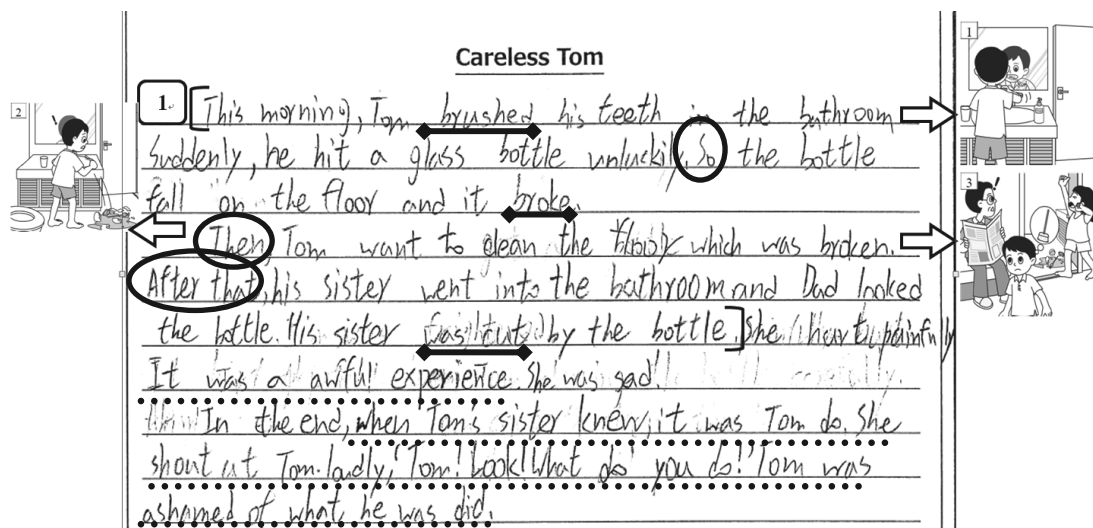
- 1 Provides a factual account of the story with some details but lacks clarity

Language:

- ◆ Uses a limited range of vocabulary: *scared, sweep the bottle, said loudly, honest*
- Uses a limited range of sentence patterns with some grammatical mistakes:
When he was cleaning his teeth, the bottle broke.
Tom felt scared.
- Uses a limited range of cohesive devices: *Suddenly, In the end*

Student Exemplar 2

Careless Tom



1. This morning, Tom brushed his teeth in the bathroom. Suddenly, he hit a glass bottle unluckily. So the bottle fall on the floor and it broke.

Then Tom want to clean the floor which was broken. After that, his sister went into the bathroom and Dad looked the bottle. His sister was hurt by the bottle. She hurt painfully. It was a awful experience. She was sad. In the end, when Tom's sister knew, it was Tom do. She shout at Tom loudly, 'Tom! Look! What do you do!' Tom was ashamed of what he was did.

Content:

- 1 Provides a factual account of the story with some details but lacks clarity

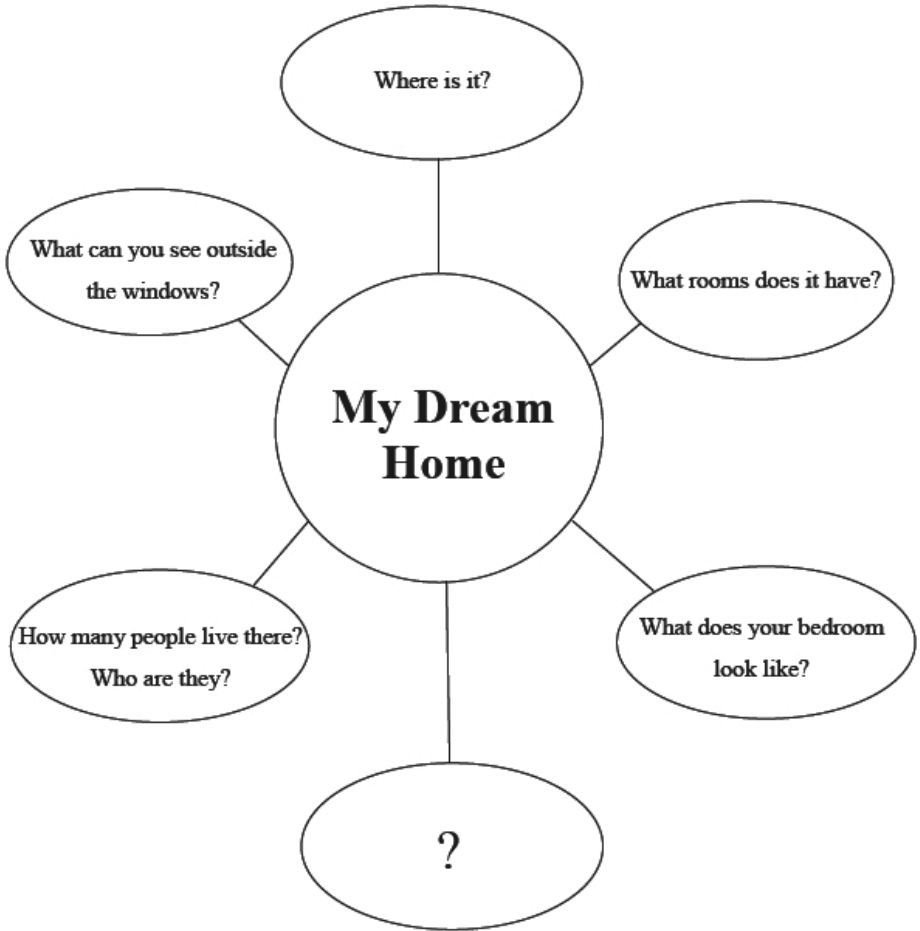
Language:

- ◆◆ Uses a limited range of vocabulary: *brushed, broke, was cut*
- Uses a limited range of sentence patterns with some grammatical mistakes:
It was a awful experience.
...when Tom's sister knew, it was Tom do. She shout at Tom loudly...what he was did.
- Uses a limited range of cohesive devices: *So, Then, After that*

My Dream Home (6ERW3 Part 5)

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

Part 5
You are going to write an article for the school magazine about your dream home.
Write about 80 words. Use the following ideas for your article.



```
graph TD; A((My Dream Home)) --- B(Where is it?); A --- C(What rooms does it have?); A --- D(What does your bedroom look like?); A --- E(?); A --- F(How many people live there? Who are they?); A --- G(What can you see outside the windows?);
```

Student Exemplar 3

1. My Dream Home

Location: [I want to have a home which is on a montain] I can see a bentiful view of the whole view of Hong Kong.

Views outside the windows: [I can see a bentiful view of the whole view of Hong Kong.]

My bedroom: [One is my bedroom. I hope it will be big and comfortable.]

Different rooms: [I want it to have 6 rooms.]

People living there: [I want to have 5 peoples to live there, It is my dad, mum, my brother, and little sister and my self.]

1. [And also I wish my dream home can be bought with a cheap price. This is my dream home]

Content:

- 1** Provides some brief ideas and communicates ideas quite clearly

Language:

- ◆ Uses a limited range of vocabulary with some spelling mistakes:
montain (mountain), bentiful (beautiful), comfortable, cheap price
- Uses a limited range of sentence patterns with some grammatical mistakes:
I can see a bentiful view of the whole view of Hong Kong.
I hope it will be big and comfortable.
I want to have 5 peoples to live there...
- Uses a limited range of cohesive devices: *And also*

Student Exemplar 4

My Dream Home

Location: My dream home is at Kornhill Ho.

Different rooms: There are three bedrooms, a family room, a kitchen and a washroom. In my room there are two beds one is my bed and the other is my older sister's bed, my desk with a secret shelf inside, lots of wires example like my handheld PDA's wire and my lamp's wire. There hope there are 6 people live in they are my grandfather, my grandmother, my father, my mother, me and my sister. I can see the whole Tai Koo Shing outside the window.

1. I hope I can live at there because when I was zero years old to three years old I lived in Kornhill and also when I was zero years old to eight years old I lived with my grandfather and my grandmother along with my mother, father and my sister.

My bedroom.

People living there.

Views outside the windows.

Content:

- 1 Provides some relevant ideas with some details but lacks clarity

Language:

- ◆ Uses a limited range of vocabulary: *kitchen, washroom, example*
- Uses a limited range of sentence patterns with some grammatical mistakes:
 - ...lots of wires example like...
 - I hope there are 6 people live in...
 - ...when I was zero years old...
- Uses a limited range of cohesive devices: *because, also, when*

Primary 6 Speaking

Depending on the size of the school, a sample of either 12 or 24 students were randomly selected to participate in the 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 of students can be found in the 'General Comments on P.6 Student Performances' section.

Good Performance of Primary 6 Students in Territory-wide System Assessment 2017

Primary 6 Listening

Good performance in Listening Tasks

Students with good performance were able to

- understand the connection between ideas by identifying contextual clues
- extract specific information
- grasp gist
- identify the sequence of events
- interpret personification
- interpret simile

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

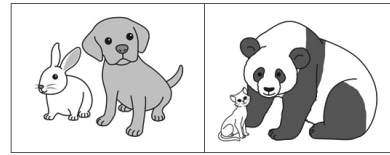
Understanding the Connection between Ideas by Identifying Contextual Clues

- Students with good performance were capable of drawing ideas from multiple contextual clues provided in a spoken text. They were able to figure out the tongue twister when hearing ‘*I (Mary) had entered an English tongue-twister competition*’, ‘*We had to say a difficult sentence*’ and ‘*The sentence was “She-sells-sea-shells-by-the-sea-shore”*’.
 - Good performing students could understand what Mr Lee means when he says, ‘*Yes, indeed. You’ve changed a lot*’ by connecting the idea that ‘*Mary’s changed a lot*’ with ‘*she likes talking with others now*’, ‘*I(Mary) was very shy when I first came to this school, but many people helped me. Now I like talking with others.*’
6. Which of the following was a tongue twister in Mary’s competition?
- ☐ A. She won a prize for the first time.
 - ☐ B. She went home late after the competition.
 - ☒ C. She sells sea shells by the sea shore.
 - ☐ D. She has many good memories.
- 6EL1 P3 Q.6
4. What does Mr Lee mean?
- ☒ A. Mary now likes talking with others.
 - ☐ B. Mary plays music very well.
 - ☐ C. Mary will miss her school.
 - ☐ D. Mary has a better memory.
- 6EL1 P3 Q.4

Extracting Specific Information

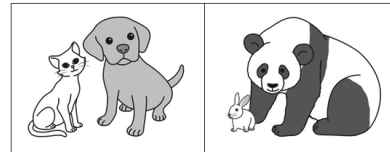
- Students with good performance were able to extract more than one piece of information from a spoken text. They understood that dogs and cats are most people's favourite when hearing 'Most people like dogs' and 'Cats are also favourite pets' in the poem.

2. The writer says that most people's favourite animals are _____.



☐ A.

☐ B.



☒ C.

☐ D.

6EL1/6EL3 P2 Q.2

Grasping Gist

- Good performing students could grasp the gist of a poem. They were able to hear some key words related to 'spring' in the poem, i.e. '*...the earth wakes up...new leaves on the trees...flowers begin to grow...birds saying hello....In this season, it's so much fun to play.*'

1. The poem is about _____.

- ☒ A. spring
- ☐ B. summer
- ☐ C. autumn
- ☐ D. winter

6EL2 P2 Q.1

Identifying the Sequence of Events

- Good performing students were able to identify the sequence of events in a spoken text. They were able to put the topics mentioned on a radio programme in the correct order.

11. The following sentences are about Mary.

- 1) Mary was completely wet.
- 2) Mary wanted to send her classmates a message.
- 3) Mary won a prize in a tongue-twister competition.
- 4) Mary was a very shy girl.

Put them in the correct order.

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

6EL1 P3 Q.11

Interpreting Personification

- Students with good performance were able to interpret personification of nature using words that describe people's behaviour. For example, when describing the feature of the earth in spring, it is described as '*the earth wakes up today*' meaning the earth becomes active again.

3. What happens to the earth?

- ☐ A. It goes to sleep.
- ☐ B. It moves around the sun.
- ☒ C. It becomes active again.
- ☐ D. It does not move.

6EL2 P2 Q.3

Interpreting Simile

- Students with good performance were able to interpret simile when making a comparison. They understood the expression '*as timid as a panda*' means that the rabbit is shy.
5. The writer says the rabbit looks _____.
- ☐ A. angry
 - ☒ B. shy
 - ☐ C. strong
 - ☐ D. like a cat

6EL1/6EL3 P2 Q.5

Primary 6 Reading**Good Performance in Reading Tasks**

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

- make inferences by interpreting implicit meaning
- predict the likely development of the story
- work out the meaning of unfamiliar vocabulary
- understand parts of speech and use dictionary skills
- understand the use of onomatopoeia

For task contents, please refer to '*Performance of Primary 6 Students Achieving Basic Competency in Reading Tasks*' section.

Making Inferences by Interpreting Implicit Meaning

- Students with good performance were able to interpret the implicit meaning in the diary. Students could infer the fact that Tom was three years old because Dad could carry him when walking down 15 floors by reading '*My brother Tom was crying, so Dad carried him down the stairs.*'
4. Tom is about _____ years old.
- ☒ A. 3
 - ☐ B. 15
 - ☐ C. 30
 - ☐ D. 80

6ERW2/6ERW3 P4 Q.4

Predicting the Likely Development of the Story

- Students with good performance were able to follow the development of the story and handle basic story elements such as characterisation, plot and setting. They also understood the message behind the story. They were able to figure out that after the incident happened in Mary's home, Mary was pleased with Jenny's help. They knew that at the end of the story, Mary wanted to make friends with Jenny by sharing snacks with her instead of letting her sit alone.

10. Read lines 10 – 11. Mary ran over to Jenny because _____.

- ☐ A. Jenny had snacks
- ☐ B. Jenny was with her friends
- ☒ C. Mary wanted to give her some snacks
- ☐ D. Mary had no friends

6ERW1 P4 Q.10

Interpreting the Meaning of Unfamiliar Vocabulary

- Students who performed well were capable of interpreting the meaning of the unfamiliar word 'workout' as physical exercise in the advertisement by using contextual clues provided, i.e. '*Do more exercise and stay healthy.*' and '*Follow them every day and you will be strong.*'

3. Read 'Easy Health'. What does 'workout' mean?

- ☒ A. physical exercise
- ☐ B. working hours
- ☐ C. working outdoors
- ☐ D. homework

6ERW1/6ERW3 P1 Q.3

Understanding Parts of Speech and Using Dictionary Skills

- Capable students were able to find the meaning of the words using definitions, parts of speech and examples from a dictionary entry. In this question, they knew that 'drop' meant 'to become smaller in number' in the newspaper article by referring to the contextual clue, 'Fewer and fewer Black-faced Spoonbills will be seen in the future...'. 10

also pollute the area. As a result, the birds cannot find food, so the number of Black-faced Spoonbills has continued to drop. Fewer and fewer Black-faced Spoonbills will be seen in the future if people keep polluting the birds' homes in nature.

6. In line 9, what does the word 'drop' mean?

drop	/drop/
verb	
1. to become smaller in number	
◇ The amount of apples collected from the farm dropped because of the bad weather.	
2. to stop doing something	
◇ I'm going to drop swimming because I'm very busy.	
3. to fall	
◇ The leaves dropped onto the ground.	
noun	
4. a small amount of liquid	
◇ I feel a drop of rain on my arm. I think it's going to rain.	

- ☒ A. 1
☐ B. 2
☐ C. 3
☐ D. 4

6ERW1/6ERW2 P3 Q.6

Understanding the Use of Onomatopoeia

- Students with good performance understood that 'crackle' was a sound of the pot burning in the story by referring to the contextual clue, '...there was a bad smell.' and '...saw that the pot was all black.'. 10

forgot about the food! Suddenly, she heard a crackle and there was a bad smell. She rushed into the kitchen and saw that the pot was all black.

5. In line 10, 'crackle' is the sound of _____.

- ☒ A. something burning
☐ B. someone running
☐ C. water boiling
☐ D. the television




6ERW1 P4 Q.5

Primary 6 Writing

For 'Careless Tom', students with good writing skills were able to provide interesting ideas with plenty of supporting details and an appropriate ending. The description was very clear and coherent. For 'My Dream Home', students were able to provide relevant ideas with supporting details and an appropriate concluding remark. The ideas were clearly presented and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes.

Careless Tom (6ERW1 / 6ERW2 Part 5)**Student Exemplar 5**

Careless Tom

1. Last Sunday, Tom woke up very early and went to the bathroom to brush his teeth. [He was almost done when 'wham!', his elbow hit the soap bottle next to him and it was smashed into pieces. He gapped at the broken soap bottle.] 1.

2. Just when Tom wanted to get a mop to mop up the mess, his sister, Jenny, walked into the bathroom and slipped on the broken soap bottle. Father immediately walked over and scolded Tom for not cleaning the mess up. Tom then explained to Father that he was going to take a mop to clean it up. 1.

1. 2. [After] Tom mopped up the mess, Jenny walked in and said, "Boo! I am the soap monster!" Tom jumped and saw Jenny covered in soap from the broken soap bottle. Jenny then grinned and wiped some soap off her mouth and said "Happy April Fools Day!"

Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions with some grammatical mistakes : *smashed into pieces* , *gapped (grabbed) at the broken soap bottle*
- Uses a small range of sentence patterns:
Father immediately walked over and scolded Tom for not cleaning the mess up.
Jenny then grinned and wiped some soap off her mouth...
- Uses a small range of cohesive devices: *Just when, After, then*




Student Exemplar 6

Careless Tom

Last Sunday morning, Tom woke up earlier to study for his examination. [So he went to the bathroom to brush his teeth.] While he was brushing his teeth, [he accidentally hit the bottle of soap and all soap spilt out.]

[So] Tom quickly went to the kitchen to get the mop to clean the floor. While Tom was finding the mop, his sister woke up and went into the bathroom to get dress, but she didn't realise that there were some broken glasses on the floor. When father was watching newspaper, he suddenly saw some glasses on the floor, so [he immediately told Tom's sister not to step on it.] And his sister was shocked when she saw the floor.

[At last, Tom and his sister helped to clean the floor and mop the floor. Sister asked Tom to go down to the supermarket to buy one new bottle in order to punish him of his carelessness.]




Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions with some spelling mistakes: *study for his examination, accidentally (accidentally), to get dress (dressed), immediately*
- Uses a small range of sentence patterns:
 - ...but she didn't realise that there were some broken glasses on the floor.
 - ...told Tom's sister not to step on it.
 - Sister asked Tom to go down...in order to punish him of his carelessness.
- Uses a small range of cohesive devices: *While, So, At last, in order to*

My Dream Home (6ERW3 Part 5)**Student Exemplar 7**

My Dream Home

Location: [My dream house would be located on the peak.] [My house would be a big single house with two floors.] 1

Different rooms: [This house had three bedrooms for me, my family and some friends if they want to have a sleepover to live two toilets, a living room, a kitchen, an open-kitchen, a computer room with book shelves packed with plenty of books, a pool, a car garage, backyard and a fountain.] it should be wonderful. 1

People living there:

My bedroom: [My bedroom will be very creative. It will have a rainbow bed! colour and the rainbow wallpaper, with some books that I can read anytime, a blue bean bag seat, a orange wood-made seat with some green cushions.] how can't this be the best bedroom in the world? 1

Except big house, [my dream house's view would be stunning. The view is a lovely view of the mountains. The city's neon lights view at night and the spectacular view of the Victoria Harbour.] I think the visitors would be amazed by this view. Views outside the windows.

2 [Overall I think that my dream house is wonderful, isn't it?]

Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions with some spelling mistakes: single house, toilets (toilets), creative, stunning, The city's neon lights view at night, spectacular (spectacular)
- Uses a small range of sentence patterns:
My dream house would be located on the peak.
...the rainbow wallpaper, with some books that I can read anytime.
How can't this be the best bedroom in the world?
- Uses a small range of cohesive devices: if, Overall

Student Exemplar 8

My Dream Home

Location: This is my dream home at Stanley. I can see a beautiful beach and a blue sea. It is really beautiful.

1. It is very big. It has a big living room downstairs, a dining room and a kitchen. At the second level there are a study room and two bedrooms. There are two bedrooms at the third level too. There even a movie corner at the top level. It also have a pool and a garden. Of course there is also a big garage. I am a cars lover. My bedroom has a toilet and a king size bed.

Views outside the windows:

Different rooms:

1. My bedroom.

People living there: There are six family members in my house. Me, my wife, my kids and also my parents. There are also a maid. There are a dog and a cat.

2. This is my dream house. If I want to live in this dream house I ought to study hardly and make more money to buy this house.

Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions with some spelling mistakes:
dinning (dining), There even a movie corner, garage, hardly (hard)
- Uses a small range of sentence patterns with some grammatical mistakes:
I am a cars lover.
There are also a maid.
If I want to live in..., I ought to...
- Uses a small range of cohesive devices: *too, also, If*

Primary 6 Speaking

Students with good performance demonstrated competence in the following areas:

Reading Aloud

- Students with good performance were able to read a short text **fluently and clearly with appropriate pausing and intonation**. They made very few or no pronunciation mistakes.

Teacher-Student Interaction

- Students with good speaking skills **provided relevant answers** to most of the questions and **elaborated their ideas** to some of the questions. They were able to use a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.

Presentation

- Students with good performance **provided plenty of information and ideas relevant to the topic and communicated their ideas very clearly**. They presented well-organised ideas with few mistakes in pronunciation. They used a small range of vocabulary, varied sentence patterns and cohesive devices with few grammatical errors. Appropriate eye contact with the oral examiners was maintained throughout the presentation.

General Comments on Primary 6 Student Performances

Primary 6 Listening

- The performance of students in listening has been steady over the previous few years.
- In previous years, most students performed satisfactorily in skills like extracting specific information and understanding the connection between ideas when pictorial cues were provided as multiple choice options. This year, students generally performed better in most skills, for example, predicting the likely development of the texts, grasping main ideas and interpreting intonation with pictures given as multiple choice options.
- Similar to previous years, students showed good performance in interpreting expression explicitly presented in the spoken text.
- Students generally performed better in shorter listening tasks with a lighter listening load, e.g. 'Phone Calls (Multiple Choice)' and 'How to spend time with family' than in longer ones, e.g. 'Leaving school'.
- Some students had difficulty in connecting ideas using contextual clues.
- Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text.
- In the note-taking task 'Phone calls', students performed better in number writing than in word writing.

Primary 6 Reading

- Students generally performed better if pictorial cues were given as options.
- Quite a number of students were able to understand the use of similes and onomatopoeia by referring to the contextual clues or pictorial cues. To understand the use of these language features seemed to be less challenging to students this year.
- Students were generally able to understand the connection between ideas by using pronoun references and identifying cohesive devices. However, some of them were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories.
- Many students were able to interpret implied meaning in short and simple reading text if it required relatively straightforward inferencing.
- Many students were able to extract specific information from informational texts, e.g. posters and advertisements. However, some students were still careless and overlooked the key words though they were explicitly stated.

- Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided.
- The majority of students were able to get the correct answers if the questions required finding clearly stated information in the text. However, some students were rather weak in other questions which required understanding of the whole text and interpretation of the information given. It is therefore recommended that students read the whole text to understand the overall gist in addition to scanning the text for specific information.

Primary 6 Writing

For both topics, ‘*Careless Tom*’ and ‘*My Dream Home*’, most students were able to write at least 80 words based on the prompts provided. However, they had problems in grammar, spelling and sentence structure.

Careless Tom

- In general, students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given. Although the ideas provided were quite clear and relevant, more original ideas and elaboration could have been given. Capable students were able to provide interesting ideas and dialogues to enrich the content, e.g. ‘*Tom murmured beneath his breathe, ‘What should I do? What should I do?’ He started panicking as he did not know what to do.*’
- The majority of students were able to use cohesive devices, such as ‘*Next*’, ‘*Suddenly*’, ‘*Finally*’ to link ideas. However, many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing. Inappropriate word choice and poor spelling were still common in students’ writing. For example, quite a number of them used ‘*sweep*’ instead of ‘*broom*’ and they misspelt some basic vocabulary like ‘*sister*’ as ‘*sisther*’.
- A few students just copied the rubric of the task ‘*Last Sunday something happened in Tom’s home.*’ without any elaboration. They were not awarded any marks.

My Dream Home

- As the topic was interesting to students, quite a number of them were able to provide interesting ideas with supporting details in their writing. In general, students wrote a complete description about their dream home according to the prompts given, while capable students were able to use their imagination in their writing:

‘My home probably is a mansion. It will be located near a beach, so that I wake up everyday seeing the beautiful views of the sandy beach and the crystal blue sea...’

- The majority of students were able to use a limited range of vocabulary, sentence patterns and verb forms appropriately but with some grammatical and spelling mistakes in their writing.
- Although some students were able to use cohesive devices to link ideas within a paragraph, they were not able to achieve overall coherence through careful structuring of their ideas. A sudden change of ideas or repetitive ideas in several paragraphs made it difficult for readers to follow the text.

Primary 6 Speaking

Reading Aloud

- Many students were able to read the texts aloud fluently and clearly despite a few mistakes in pronunciation. Some of them had difficulty pronouncing words like ‘drum’, ‘joined’ (6ES01), ‘habits’, ‘salt’ (6ES09), ‘Sai Kung’, ‘leader’ (6ES11). Moreover, they had difficulty pronouncing words with three or more syllables, such as ‘activities’ (6ES01), ‘celebrate’ (6ES03) and ‘properly’ (6ES09).
- Some students dropped end consonants for words like ‘weekends’ (6ES01), ‘support’ (6ES03) and ‘cook’ (6ES11).

Teacher-Student Interaction

- More than half of the students provided relevant answers to most of the questions. Some of them were able to elaborate on some of the questions. Some students provided additional details on some familiar topics, such as *Good Habits* (6ES09) which was about things they should do for keeping healthy. They were able to tell what they should eat and what exercise they should do.
- Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes.
- Although some students were familiar with the topic *After-school Activities* (6ES01), they did not know how to say the names of the activities in English which affected their performance.

Presentation

- In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story.
- Many students used a small range of vocabulary and sentence patterns with some grammatical mistakes.
- More than half of them spoke quite clearly and were able to provide appropriate responses to questions despite a few mistakes in pronunciation.

- Most students displayed an awareness of their audience by using appropriate eye contact with the oral examiners and were awarded a bonus score.
- However, some students did not read the rubric carefully. In *Mother's Day Surprise (6ES04)*, they were required to talk about two activities only but more activities were being told at the end. They should be more careful even though no marks were being deducted.
- In *Tom's Timetable (6ES10)*, students were required to talk about Tom's activities in a week as well as to comment on his timetable. However, some of them used most of the time only talking about the activities, without giving comments about the timetable. A better organisation and time management skills in both preparation and assessment time were recommended.

Overview of Student Performances in English Language at Primary 6 Territory-wide System Assessment 2013-2017

The percentage of P.6 students achieving Basic Competency in 2017 was 72.3%, slightly higher than the percentage for the year 2015 as shown in Table 7.19.

Table 7.19 Percentage of Students Achieving English Language Basic Competency in 2013-2017*

Year	% of Students Achieving English Language Basic Competency
2013	72.4
2015	72.0
2017	72.3

Note: * The 2014 and 2016 P.6 TSA were suspended. As participation in the 2014 and 2016 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

A comparison of the strengths and weaknesses of P.6 student performances in TSA from 2013 to 2017 provides useful information on how teachers can help students improve. Table 7.20 summarises such a comparison.

Table 7.20 Overview of Student Performances in English Language at P.6 Territory-wide System Assessment 2013-2017

Year Reading	2013	2015	2017	Remarks
Strengths	<ul style="list-style-type: none"> Students generally performed better in reading tasks on familiar topics, e.g. weekend activities, sports day and extra-curricular activities. The majority of students could grasp the gist and extract simple facts from informational texts, e.g. notices. Only about half of the students were able to infer information which was not explicitly stated in continuous prose. 	<ul style="list-style-type: none"> Students generally performed better in non-continuous prose with a lighter reading load, e.g. 'Mid-Autumn Festival 2015' and 'TV Guide' than continuous prose with a heavier reading load, e.g. 'An Email to a Pen-friend'. Many students could grasp main ideas and extract simple facts from informational texts, e.g. timetables. Many students could interpret similes on familiar topics. 	<ul style="list-style-type: none"> Students generally performed better if pictorial cues were given as options. Students were able to understand the use of similes and onomatopoeia by referring to the contextual clues or pictorial cues. Students were able to understand the connection between ideas by using pronoun references and identifying cohesive devices. Many students were able to extract specific information from informational texts, e.g. posters and advertisements. 	<ul style="list-style-type: none"> The majority of students were able to get the correct answers if the questions required finding clearly stated information in the text. However, some students were rather weak in other questions which required understanding of the whole text and interpretation of the information given. It is therefore recommended that students read the whole text to understand the overall gist in addition to scanning the text for specific information.
Weaknesses	<ul style="list-style-type: none"> Their performance in understanding the use of some language features, e.g. onomatopoeia, showed that many of them failed to interpret the meaning by using contextual clues. Some weak students made use of their personal experience rather than the contextual clues to predict the meaning. The data show that their dictionary skills still need development and many students had difficulty identifying basic parts of speech, e.g. an adjective, a noun and a verb. 	<ul style="list-style-type: none"> Some students could not work out the meaning of unfamiliar words by using contextual clues. Weaker students could not find the meaning of words by using definitions and examples from a dictionary entry. They had difficulty identifying basic parts of speech although examples were provided. Their dictionary skills need development. Most students were not able to infer information from contextual clues in a text. 	<ul style="list-style-type: none"> Some students were weak in connecting pieces of information from different parts of the continuous prose, e.g. stories. Some students were not able to work out the meaning of unfamiliar words. They failed to deduce meaning from context even though the contextual clues were provided. Skimming for gist of a poster was quite challenging for some students. 	

Year Writing	2013	2015	2017	Remarks
Strengths	<ul style="list-style-type: none"> There was a slight improvement in writing performances for this year when compared to the previous years. For both types of writing, most students could write their ideas clearly and coherently with some details. Most of them were also able to provide a reasonable ending / concluding remarks at the end of their writing. Most students could use explicit cohesive devices to enhance the organisation of their writing. Most students were eager to write and some could write more than 80 words. Student performance on a narrative and on an expository piece of writing did not have any significant differences. 	<ul style="list-style-type: none"> The performance of students in writing was stable compared to that of previous years. For both topics, quite a number of students could provide some relevant ideas with some details. They could use a limited range of vocabulary and sentence patterns to elaborate their ideas. Many of them could use simple cohesive devices to tie the ideas together more smoothly and clearly. Most students were eager to write and could write at least 80 words based on the prompts provided. 	<ul style="list-style-type: none"> Students were able to write a short story with a clear storyline based on the picture and question prompts. An appropriate ending was also given. Quite a number of students were able to provide interesting ideas with supporting details in their writing if the topic was interesting to them, i.e. 'My Dream Home'. Capable students were able to provide interesting ideas and dialogues to enrich the content. The majority of students were able to use cohesive devices to link ideas. 	<ul style="list-style-type: none"> Although the ideas provided were quite clear and relevant, more original ideas and elaboration could have been given. Although some students were able to use cohesive devices to link ideas within a paragraph, they could not achieve overall coherence through careful structuring of their ideas. Students should be advised to spare some time to proofread their writing to minimise their grammar errors.
Weaknesses	<ul style="list-style-type: none"> Students' skills in grammar and spelling need to be enhanced so as to enable students to strengthen their ability to compose sentences. Incorrect use of verb forms and spelling mistakes were common. 	<ul style="list-style-type: none"> Inconsistent use of tenses was still very common. Incorrect use of verb forms, spelling mistakes and problematic sentence structures were easily found in students' writing. 	<ul style="list-style-type: none"> Many students were weak in verb form in past tense, subject-verb agreement, noun agreement, word collocation and sentence structure. There was also some Chinese-influenced phrasing. Inappropriate word choice and poor spelling were still common in students' writing. A few students just copied the rubric of the task without any elaboration. 	

Year Listening	2013	2015	2017	Remarks
Strengths	<ul style="list-style-type: none"> On the whole, students performed well in listening tasks on familiar topics. Most students performed well when pictorial cues were given as MC options, e.g. extracting specific information, grasping main ideas, and connecting ideas. This trend was extended to the skills in predicting the likely development of the text. A slight improvement in connecting ideas using contextual clues was observed this year. Students showed better performance in items with written cues given as MC options than items involving filling in blanks when listening to the same piece of material. Their performance was steady in identifying main ideas in a spoken text when more than one piece of information was given. 	<ul style="list-style-type: none"> The performance of students in listening was stable compared to that of previous years. Students generally performed well in listening tasks on familiar topics. Students performed better in shorter tasks with a lighter listening load, e.g. 'Survey', 'Riddles' than longer ones, e.g. 'Green Day'. Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between intonations when the expression being explicitly presented, and identify rhymes. 	<ul style="list-style-type: none"> The performance of students in listening has been steady over the previous few years. Students generally performed satisfactorily in most skills including predicting the likely development of a text with pictures given as multiple choice options. Students generally performed better in shorter listening tasks with a lighter listening load, e.g. 'Phone Calls (Multiple Choice)' and 'How to spend time with family' than in longer ones, e.g. 'Leaving school'. Students generally were able to extract a specific piece of straightforward information, grasp gist / main ideas on familiar topics, discriminate between words with a range of consonant sounds, and discriminate between intonations when the expression being explicitly presented. 	<ul style="list-style-type: none"> Students did well in distinguishing between numbers. Some of them need to improve spelling. Students were able to distinguish different tones of speakers.
Weaknesses	<ul style="list-style-type: none"> Some weak students made use of their personal experience and/or common knowledge to interpret the listening texts rather than comprehending the spoken texts. 	<ul style="list-style-type: none"> Some students had difficulty in connecting ideas by identifying cohesive devices / contextual clues. Some students could not predict the likely development of a text. In the note-taking task, students performed better in writing numbers than writing words, even when the word was simple like 'bed'. 	<ul style="list-style-type: none"> Some students had difficulty in connecting ideas using contextual clues. Some students had problems identifying main ideas and extracting specific information when multiple pieces of information were given in a spoken text. In the note-taking task 'Phone calls', students performed better in number writing than in word writing. 	

Speaking Year	2013	2015	2017	Remarks
Strengths	<ul style="list-style-type: none"> Students were able to read all or most of the texts aloud quite clearly and audibly. Most students were able to provide relevant responses to most of the questions. Some could even provide additional details on familiar topics. In 'Presentation', students were able to present their ideas or tell a story clearly using a limited range of vocabulary and basic sentence patterns although grammatical mistakes were apparent. Students with good speaking skills were able to provide a range of ideas relevant to the topics with some elaboration. Many of them showed confidence and could communicate their ideas quite clearly. 	<ul style="list-style-type: none"> More than half of the students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. Some of them used appropriate pausing and intonation. Students were generally able to provide relevant responses to the questions. In 'Presentation', students were generally able to deliver a talk based on the prompts provided. Most of them were awarded a bonus score for having eye contact with the oral examiners. Students with better performance could provide a range of ideas relevant to the topics and elaborate with some details. 	<ul style="list-style-type: none"> Many students read the texts fluently and clearly despite a few mistakes in pronunciation. Students were generally able to provide relevant answers to the questions. Some provided additional details on some familiar topics too. Students with good speaking skills were able to provide a range of ideas relevant to the topics and elaborate with some details. They presented well-organised ideas clearly with few mistakes in pronunciation. 	<ul style="list-style-type: none"> Students should study the rubric of the tasks carefully. Students should organise their ideas better when delivering a speech in 'Presentation'.
Weaknesses	<ul style="list-style-type: none"> Some students dropped end consonants. Words with more than three syllables were also problematic for the students. Some of them made mistakes in pronunciation. 	<ul style="list-style-type: none"> Many students dropped end consonants and mispronounced the 'th' consonants. They tended to have difficulty pronouncing words with three or more syllables. 	<ul style="list-style-type: none"> Some students were still not able to pronounce words with three or more syllables such as 'activities' and 'celebrate'. Some students still dropped end consonants frequently. 	