Results of Primary 3 English Language in Territory-wide System Assessment 2018

The percentage of Primary 3 students achieving English Language Basic Competency in 2018 is 80.8%.

Primary 3 Assessment Design

The assessment tasks for 2018 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 English Language Curriculum Guide (Primary 1 – 6) 2004*. 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 90 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*
English Language					
Written Paper					
Listening	19(19)	19(19)	19(19)	--	38(38)
Reading	20(20)	20(20)	20(20)	--	40(40)
Writing	1(6)	1(6)	1(6)	--	2(12)
Total	40(45)	40(45)	40(45)	--	80(90)
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)		
Listening	**3EL1**	**3EL2**	**3EL3**
	19(19)	19(19)	19(19)
Reading	**3ERW1**	**3ERW2**	**3ERW3**
	20(20)	20(20)	20(20)
Writing	**3ERW1**	**3ERW2**	**3ERW3**
	1(6)	1(6)	1(6)

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
	TOTAL	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	Mary's New Teacher *3EL1 / 3EL3 Part 1A*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Going to the Cinema *3EL1 / 3EL2 Part 1B*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	A Visit to a Zoo *3EL1 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Mary's Tennis Lessons *3EL2 Part 1A*	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Anna and Roy *3EL2 / 3EL3 Part 2*	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Mary's School Picnic *3EL3 Part 1B*	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
	TOTAL	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	Fast Train Cafe *3ERW1 / 3ERW3 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	Christmas Fun Day *3ERW1 Part 2*	Multiple Choice	7(7)
L2-R-5-P3BC	The Toy Hospital *3ERW1 / 3ERW2 Part 3*	Multiple Choice	8(8)
L2-R-5-P3BC	Yummy Cafe *3ERW2 Part 1*	Multiple Choice	5(5)
L2-R-5-P3BC	Summer Basketball Classes *3ERW2 / 3ERW3 Part 2*	Multiple Choice	7(7)
L2-R-5-P3BC	Peter and the Tigers *3ERW3 Part 3*	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
	TOTAL	2

Table 7.7   P.3 Writing: Task Description

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC L2-W-4-P3BC	John's Picnic *3ERW1 / 3ERW2 Part 4*	½(3) ½(3)
L2-W-3-P3BC L2-W-4-P3BC	The Activity I Like Best *3ERW3 Part 4*	½(3) ½(3)

Primary 3 Speaking Tasks

Two components were designed for P.3 oral assessment. The first was **'Reading Aloud and Expression of Personal Experiences'** (RA & PE) which required students to read aloud a text of approximately 35 – 40 words in length and then answer a set of questions based on the theme of the text. Students were assessed on their <u>reading fluency and response to the Oral Examiners' questions</u>. 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'** (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 <u>relevancy and response to the questions as well as their pronunciation</u>. 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: *My Dinner (3ES01), At the Fast Food Shop (3ES02), A Hot Day (3ES03), At the Swimming Pool (3ES04), My Day (3ES05), Late at Night (3ES06), Flowers (3ES07), In the Art Room (3ES08), Happy Birthday (3ES09), John's Birthday Party (3ES10), My Grandma (3ES11)* and *Shopping (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 2 and 3 May 2018. 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 *3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11*	6 (RA + PE)
L1-S-3-P3BC	Providing short answers to short and simple questions	Expression of Personal Experiences *3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES11*	
L3-S-1-P3BC	Pronouncing simple and familiar words comprehensibly	Picture Description *3ES02, 3ES04, 3ES06, 3ES08, 3ES10, 3ES12*	6 (PD)
L1-S-3-P3BC	Providing short answers to short and simple questions		

Performance of Primary 3 Students Achieving Basic Competence in 2018

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:

Tasks	Text Types
Mary's New Teacher	Conversation
Going to the Cinema	Conversation
A Visit to a Zoo	Conversation
Mary's Tennis Lessons	Conversation
Anna and Roy	Story
Mary's School Picnic	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 between ideas using cohesive devices

- understand the causal relationship between ideas

- understand basic differences in intonation and discriminate between common words with a small range of vowel and consonant sounds

Task Name: Mary's New Teacher (Conversation)

Task Content: Mary talked to her dad about her new teacher.

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students were able to identify key words on a familiar topic about school subjects, with the help of cues in the spoken text. They were able to identify 'English' as the subject which Miss Chan taught when they heard:

  Mary: *Dad, we have four new teachers this year. They are the Chinese, English, Music and Art teachers. But I like the new English teacher Miss Chan the most.*

1. What does Miss Chan teach?
   - ● A. English
   - ○ B. Art
   - ○ C. Chinese
   - ○ D. Music

   3EL1/3 Part 1A Q.1

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify the reason why Miss Chan liked teaching when the ideas were linked by '*because*':

  Dad: *What do you talk about with Miss Chan?*
  Mary: *About her work and hobbies. She likes teaching because she loves children.*

5. Miss Chan likes teaching because _____.
   - ○ A. she is kind and funny
   - ● B. she loves children
   - ○ C. she is a new teacher
   - ○ D. she comes from Canada

   3EL1/3 Part 1A Q.5

**Understanding Basic Differences in Intonation**

- The majority of students were able to understand that the speaker was puzzled when they heard:

  Dad: _Does she speak Chinese?_

  Mary: _No, she doesn't. She's from Canada. When she speaks to me in English, I sometimes say, "Sorry, I don't understand."._
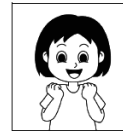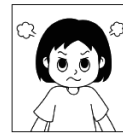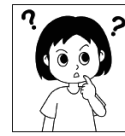

3EL1/3 Part 1A Q.3

**Discriminating a Small Range of Vowel Sounds**

- The majority of students were able to discriminate vowel sounds 'a', 'i', 'o' and 'u'. They could identify the name of Mary's best friend as '_Mei T**o**ng_' from '_Mei T**a**ng_', '_Mei T**i**ng_' and '_Mei T**u**ng_' (_3EL1/3 Part 1A Q.4_).

Task Name: Going to the Cinema (Conversation)

Task Content: Mary and her mum talked about going to the cinema.

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

- Most students were able to identify key words on familiar topics with straightforward verbal cues. When asked where Mary could watch the movie, students were able to choose 'Moonlight Cinema' as the correct answer:

  Mum: _Don't worry. It's a funny movie._

  Mary: _Where can we watch it?_

  Mum: _We can go to the Moonlight Cinema._

3EL1/2 Part 1B Q.2

- The majority of students were also able to identify key words related to daily life experiences. When asked about the time Mary and her mum watched the movie, students were able to choose '2:30 pm' as the correct answer even with distractors built in the spoken text:

  Mum: _We can go this afternoon. What time do you want to watch it? 5:15?_

  Mary: _No. What about 2:30?_
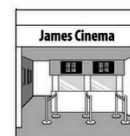
  Mum: _Okay. It's 2 o'clock now. Let's go._
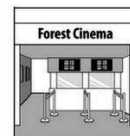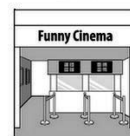
3EL1/2 Part 1B Q.4

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

- Most students could understand the connection of ideas linked by '*also*'. They were able to identify that Mary was going to take a jacket and some water to the cinema when they heard:

Mum: *Take a jacket with you. It's cold in the cinema.*

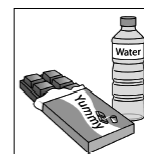Mary: *I'll **also** take some water.*
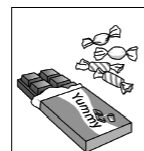
Mum: *Yes, but no candies or chocolate.*
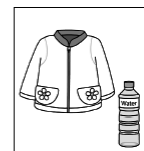
Mary: *Okay.*

5. What does Mary take to the cinema?
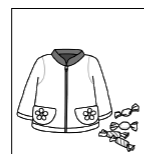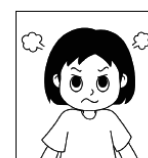

3EL1/2 Part 1B Q.5

Understanding Basic Differences in Intonation

- Most students were able to understand that Mary was scared about the movie when they heard Mary saying '*Oh, I'm scared of dinosaurs!*'.

1. How does Mary feel about the movie?
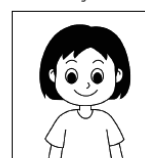
3EL1/2 Part 1B Q.1

Task Name: A Visit to a Zoo (Conversation)

**Task Content:** Mary talked to Uncle John about a visit to a zoo.

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

- Most students were able to identify key words on familiar topics with the help of straightforward verbal and pictorial cues. They could match the picture of some flowers with the verbal cue they heard in the spoken text:

Mary: *We also went to a beautiful garden. Here is a photo of the <u>flowers</u>.*
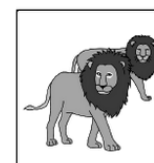
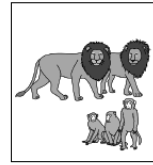4. Which is Mary's photo?
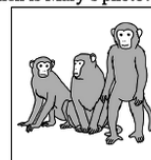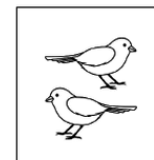
3EL1 Part 2 Q.4

Understanding the Connection between Ideas Using Cohesive Devices

- Most students were able to identify the things that Mary saw in the zoo when the ideas were linked by '*and also*' in the spoken text:

  Uncle John: *Were there any tigers or lions?*

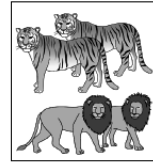 Mary: *No. But we saw many birds **and also** some monkeys.*
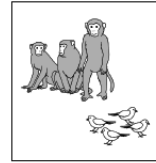
2. What did Mary see at the zoo?
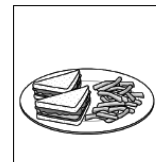
○ A.   ○ B.

○ C.   ● D.

3EL1 Part 2 Q.2

- When asked about the food Mary ate in the café, most students were able to identify that Mary ate some sandwiches and French fries when the ideas were linked by '*and*' in the spoken text:

  Mary: *I wanted to eat hot dogs. But they didn't have hot dogs, so I ate some sandwiches **and** French fries. They were yummy.*

7. What did Mary eat in the cafe?
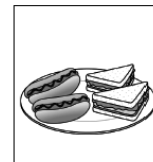
○ A.   ● B.
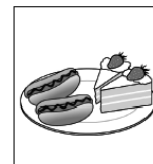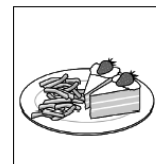
○ C.   ○ D.

3EL1 Part 2 Q.7

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify 'The animals are interesting.' as the reason why Mary wanted to go to the zoo again when they heard '*No. I want to go because the animals are interesting*.'.

9. Why does Mary want to go to the zoo again?

○ A.   She wants to eat hot dogs.

○ B.   The food at the cafe is yummy.

○ C.   The garden is beautiful.

● D.   The animals are interesting.

3EL1 Part 2 Q.9

Understanding Basic Differences in Intonation

- Most students were able to identify that the speaker was excited when they heard Mary saying '*When one of the monkeys stood up, it looked very big and strong!*'.

3EL1 Part 2 Q.3

Discriminating a Small Range of Initial Consonants and Ending Sounds

- Most students were able to discriminate initial consonants '*J*', '*K*', '*P*' and '*T*'. They could identify that Mary went to '*Jerry Zoo*' from '*Kerry Zoo*', '*Perry Zoo*' and '*Terry Zoo*' (*3EL1 Part 2 Q.1*).
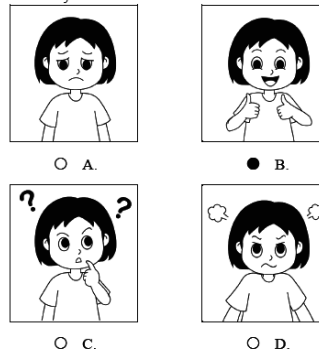
- Many students could discriminate ending sounds '*at*', '*an*', '*ap*' and '*ar*'. They could identify that Mary went to '*Cat Cafe*' from '*Can Cafe*', '*Cap Cafe*' and '*Car Cafe*' (*3EL1 Part 2 Q.5*).

Task Name: Mary's Tennis Lessons (Conversation)

Task Content: Mary talked to her grandpa about her tennis lessons.

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

- The majority of students could identify key words related to their daily life experiences. They were able to identify the duration of Mary's tennis lesson even with distractors built into the spoken text:

  Grandpa: *But you have school on these days.*

  Mary: *It's okay. The tennis lesson is only one hour.*

  Grandpa: *Do you have time to do your homework then?*

  Mary: *Yes. I can finish my homework in two hours.*

3EL2 Part 1A Q.2

- Most students could identify key words about public transport which were related to their daily life experiences. They were able to identify that Mary and her grandpa would take a taxi to the sports centre even with distractors built into the spoken text:

Mary: *Grandpa, can you take me there?*

Grandpa: *Yes. We can go there by bus, tram or MTR.*

Mary: *But I want to get there very quickly.*

Grandpa: *Then let's take a taxi.*

4. Mary and her grandpa go to the sports centre by _____.

○ A.   ○ B.

○ C.   ● D.

3EL2 Part 1A Q.4

Understanding Basic Differences in Intonation

- Most students were able to identify that the speaker was happy when they heard Mary saying '*Thank you! Grandpa!*'.
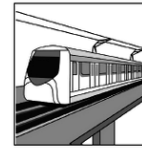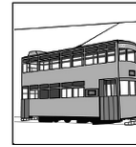
5. How does Mary feel?
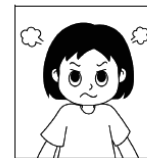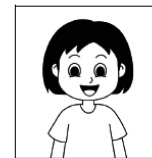
○ A.   ● B.
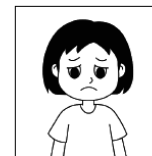
○ C.   ○ D.

3EL2 Part 1A Q.5

Discriminating a Small Range of Initial Consonants

- The majority of students could discriminate initial consonants '*H*', '*K*', '*P*' and '*Y*'. They were able to identify the venue that Mary was going to play tennis as '***Ping Ping** Sports Centre*' from '***H**ing **H**ing Sports Centre*', '***K**ing **K**ing Sports Centre*' and '***Y**ing **Y**ing Sports Centre*' (*3EL2 Part 1A Q.3*).

Task Name: Anna and Roy (Story)

Task Content: Mary's mum told Mary a story. It was about Anna and her dog.

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

- The majority of students could identify key words on familiar topics such as '<u>places</u>' with straightforward verbal cues. They were able to identify the place where Anna went with her dog when they heard:

  Mum: *One day they go for a walk. Anna sits on the grass <u>near a river</u>.*

3. Where do Anna and her dog go?
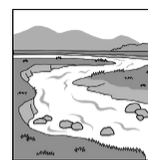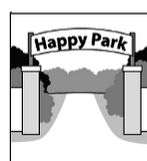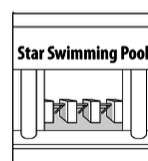
3EL2/3 Part 2 Q.3

- Many students could identify key words related to daily life experiences about <u>clothing</u>. They were able to identify that the dog held Anna's dress in its mouth to help Anna when they heard *'So it jumps into the river and swims to Anna. It holds <u>Anna's dress</u> in its mouth and pulls her out of the water.'*

9. What does the dog hold in its mouth to help Anna?
    - ○ A.   Anna's arm
    - ○ B.   Anna's leg
    - ○ C.   Anna's hat
    - ● D.   Anna's dress

3EL2/3 Part 2 Q.9

Understanding the Connection of Ideas with Causal Relationship

- The majority of students were able to understand the reason why Anna was afraid when they heard:

  Mum: *She is afraid <u>because she cannot swim</u>. She puts up her arms and cries for help.*

7. Anna is afraid because _____.
    - ● A.   she cannot swim
    - ○ B.   the wind is too strong
    - ○ C.   the dog is naughty
    - ○ D.   her classmate cries

3EL2/3 Part 2 Q.7

__Understanding Basic Differences in Intonation__

- The majority of students were able to identify the picture of Anna being angry when they heard:

  Mum: *The dog jumps into the water and plays happily. Anna's dress and her new hat get wet…Anna shouts, "You naughty dog!" Roy runs away quickly.*
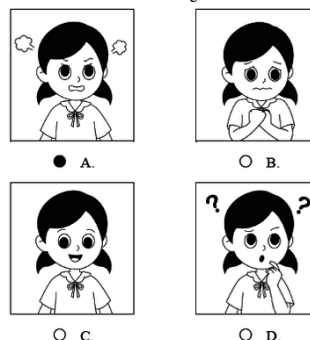
3EL2/3 Part 2 Q.5

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:

Tasks	Text Types
Fast Train Cafe	Menu
Christmas Fun Day	Poster
The Toy Hospital	Story
Yummy Cafe	Menu
Summer Basketball Classes	Poster
Peter and the Tigers	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 between ideas using cohesive devices
- understand the connection of ideas in a poster/menu
- 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: Fast Train Cafe (Menu)

Task Content: Jane read a menu in a cafe.

Part 1
Jane is reading a menu in a cafe.
Read the menu.

Fast Train Cafe	Children's Menu

Meals

		Salads	
Honey chicken wings	$22	Vegetable salad	$20
Hamburger with fries	$28	Fruit salad	$25
Beef noodles	$30		
Seafood pizza	$35		

Drinks

		Ice Cream	
Hot chocolate	$14	Strawberry	$12
Lemon tea	$15	Chocolate	$17
Fruit juice	$16	Mango	$18
		Green tea	$19

A Free Balloon for You!

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

- Most students could recognise key words on familiar topics such as '*prices*'. By referring to the menu, students were able to tell the price of a fruit salad was **_$25_**.

- Most students were able to recognise key words related to daily life experiences, e.g. '*flavour*'. When asked which ice cream Jane could get when she paid $18, students could choose the correct answer by recognising the key words '**_Mango………$18_**.' on the menu.

- The majority of students were able to recognise key words related to daily life experiences, e.g. '*group of people*'. When asked which group of people the menu was targeted for, students could choose the picture of two children as the correct answer by recognising the key words '**_Children's Menu_**' on the menu.

1. How much is a fruit salad?

   O A. $12   O B. $16

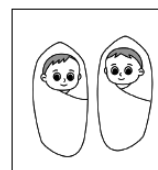   O C. $20   ● D. $25

   3ERW1/3 Part 1 Q.1

2. Jane pays $18 for a _____ ice cream.

   O A. green tea   O B. chocolate

   O C. strawberry   ● D. mango

   3ERW1/3 Part 1 Q.2

5. This menu is for _____.

   O A.   ● B.

   O C.   O D.
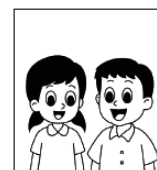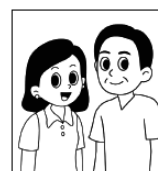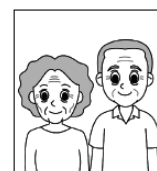
   3ERW1/3 Part 1 Q.5

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Task Name: Christmas Fun Day (Poster)
Task Content: Jane read a poster at school.

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

- Most students could recognise key words on familiar topics in the poster (e.g. *dates*). When asked about the date of the fun day, most students were able to choose the correct answer by recognising key words '*Date: **22 December** (Friday)*'.

1. When is the fun day?
   - A. 3 December
   - B. 5 December
   - C. 10 December
   - ● D. 22 December

   3ERW1 Part 2 Q.1

- Many students were also able to recognise key words such as '*names*' in the poster. When asked who Jane should ask in order to get more information about the fun day, students were able to choose '*Mr Ben Tong*' by recognising the key words '*See **Mr Ben Tong** for more information*' in the poster.

6. Jane wants to find out more about the fun day. She can ask _____.
   - A. Mr Peter Chan
   - B. the parents
   - ● C. Mr Ben Tong
   - D. Santa

   3ERW1 Part 2 Q.6

- Many students could recognise key words related to daily life experiences. They could tell the end time of the fun day by recognising the key words '*Time: 10 am – 3 pm*' in the poster.

2. The fun day ends at _____.
   - A. 9 am
   - B. 10 am
   - C. 2 pm
   - ● D. 3 pm
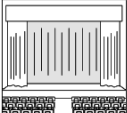
   3ERW1 Part 2 Q.2

Understanding the Connection between Ideas

- Many students could understand the connection of ideas in a poster. They were able to identify the venues of the fun day by referring to the information in the poster '*Place: **School Hall, Playground***'.

3. Jane can join the activities in the _____.

1.
2.
3. Art Room
4.

● A.   1 and 2
○ B.   1 and 3
○ C.   2 and 4
○ D.   3 and 4

3ERW1 Part 2 Q.3

Task Name: The Toy Hospital (Story)

Task Content: Jane read a story about Jack.

Part 3

Jane is reading a story.
Read the story.

The Toy Hospital

Jack loves toys. There are many old toys in his home. He gets them from rubbish bins. Some children throw old toys away. Jack brings the toys home and makes them good again. His home is 'a toy hospital'.   5

Tom and his brother live next to Jack. They are poor and have no toys to play with. One day, Jack gets a toy car from a rubbish bin. It only has two wheels and cannot go fast. Jack makes new wheels for the car. <u>He</u> also cleans the car doors and windows. Jack gives the car to Tom.   10

Tom thanks Jack because Jack gives him a new toy. Tom loves his car. <u>It</u> is nice. Jack is glad. He feels happy because he likes to help people.

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

- Many students could understand the connection of ideas by following pronoun references in a story. They were able to interpret 'It' as '***a toy car***' by reading '*Tom loves his car. <u>It</u> is nice.*'.

7. Read line 12. What does 'It' refer to?

● A.   the toy car   ○ B.   the rubbish bin
○ C.   the car door   ○ D.   the toy hospital

3ERW1/2 Part 3 Q.7

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

- With the help of contextual clues and pictorial cues, the majority of students were able to predict the meaning of unfamiliar words in the story. They could correctly predict the meaning of the unfamiliar word '*glad*' with the help of the contextual clue '***He feels happy because he likes to help people.***' and the pictorial cues given in the options.

8. Read lines 12 – 13. Jack is glad. Which picture shows Jack?

○ A.   ● B.

○ C.   ○ D.
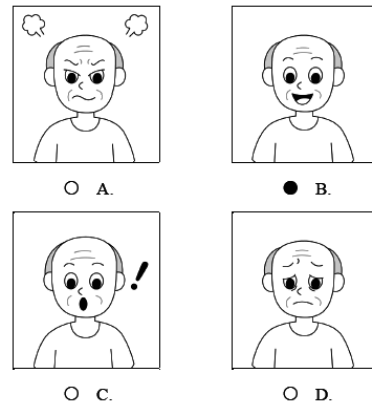
3ERW1/2 Part 3 Q.8

Task Name: Yummy Cafe (Menu)

Task Content: Jane read a menu in a cafe.

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

- Most students could recognise key words on familiar topics such as '*prices*'. By referring to the menu, students were able to tell the price of Set C was **$55** (*3ERW2 Part 1 Q.2*).

- The majority of students could also recognise key words on familiar topic about '*food items*'. They were able to recognise '***ham and cheese***' as the ingredients on the pizza (*3ERW2 Part 1 Q.3*).

Part 1
Jane is reading a menu in a cafe.
Read the menu.

Yummy Cafe
Children's Menu

Set A	Set B
Corn Soup Beef with Rice Mango Ice Cream $50	Chicken Soup Ham and Cheese Pizza Apple Pie $64
Set C	**Set D**
Tomato Soup Honey Chicken with Noodles Chocolate Cake $55	Vegetable Soup Fish and Chips Banana Cake $60

All sets have a salad and a cola

Every Sunday from 6:00 pm – 8:30 pm

- The majority of students could recognise key words related to daily life experiences, e.g. '*menus*'. When asked which set of food Jane could choose if she liked to eat fish and chips, students were able to choose the correct answer by recognising the key words '***Set D***' and '***Fish and Chips***' on the menu (*3ERW2 Part 1 Q.1*).

Understanding the Connection between Ideas

- The majority of students could understand the connection of ideas by referring to the information '6:00 pm – 8:30 pm' on a menu. They were able to identify '**_7:00 pm_**' as the time when children could enjoy the children's menu on Sundays.

3ERW2 Part 1 Q.4

Task Name: Summer Basketball Classes (Poster)

Task Content: Jane read a poster at school.

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

- Most students were also able to recognise key words on familiar topics, e.g. '*days of the week*'. They could choose '_Mondays and Fridays_' as the days when Jane would have basketball lessons by recognising the key words '**_Date: 24 July – 18 August (Mondays and Fridays)_**' in the poster (*3ERW2/3 Part 2 Q.4*).

- The majority of students could also recognise key words related to daily life experiences such as '*time*', '*numbers*' and '*school levels*'. When asked the start time of the basketball lessons, students were able to recognise '**_1:30 pm_**' in the poster (*3ERW2/3 Part 2 Q.3*). Most students could also recognise key words about '*numbers*'. They could choose '_6_' as the number of basketball lessons that Jane could attend by recognising the key words '**_$300 for 6 lessons_**' in the poster (*3ERW2/3 Part 2 Q.5*).

- The majority of students could also recognise key words about '*school levels*'. When asked who could join the basketball classes, students were able to recognise '**_P.3 students_**' in the poster (*3ERW2/3 Part 2 Q.7*).

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Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by cohesive devices in a poster. They were able to answer that students had to bring '*water and a towel*' when the ideas were linked by '*and*'.

6. Students must bring _____ to the basketball lessons.

○ A.   ● B.

○ C.   ○ D.
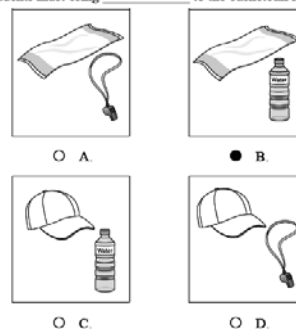
3ERW2/3 Part 2 Q.6

Primary 3 Writing

Design of Writing Papers

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

Tasks	Text Types
John's Picnic	Story
The Activity I Like Best	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, e.g. more 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 '*John's Picnic*', students were able to provide a factual account of the story based on the pictures with almost no supporting details. For '*The Activity I Like Best*', students were able to provide relevant ideas using the prompts. In terms of language, students were able to use a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes in both writing tasks.

John's Picnic (3ERW1 / 3ERW2 Part 4)

In this writing task, students were asked to write a story about what happened when John went on a picnic with his parents based on the given pictures.

Part 4
You are writing a story about John's picnic with his parents.
Look at the pictures and write the story in about 30 words.
- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.

| bring | monkey / jump / scared |
| take / angry | ? |

Student Exemplar 1

Content:

1 Provides a factual account of the story based on the pictures

2 An ending is given to the story

Language:

◆—◆ Uses a limited range of vocabulary: *family, food*

•••• Writes short and simple sentences: *I went to a picnic with my family…Then the monkey took some food and we got mad.*

‿ Uses a limited range of cohesive devices: *and, then*

▲ Makes some grammatical mistakes: *…the a monkey jumpped scared us…The monkey then he ran away.*

◯ Makes one spelling mistake: *jumpped (jumped)*

Student Exemplar 2

[today. My mum My dad and me go to a May Park. one moakey jump table take some apple. dad is angry. Monkey take apple hind. dad find apple. I was 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 limited range of vocabulary: *today, happy*

•••• Writes short and simple sentences: *today, My mum My dad and me go to a May Park...dad is angry...I was happy.*

⌒ Uses a limited range of cohesive devices: *and*

▲ Makes some grammatical mistakes: *today, My mum My dad and me go to a May Park...Monkey take apple hind, dad find apple...*

⬭ Makes one spelling mistake: *moakey (monkey)*

The Activity I Like Best (3ERW3 Part 4)

In this writing task, students were asked to write about <u>the activity they liked best</u> with the help of prompts.

Student Exemplar 3

Content:

[1] Provides brief and relevant ideas to the questions

Language:

◆—◆ Uses a limited range of vocabulary: *drawing, painting*

···· Writes short and simple sentences: *My favourit Activity is drawing because I like painting. I go to the art class to draw. I draw with my brother.*

⌒ Uses a limited range of cohesive devices: *because, So*

▲ Makes one grammatical mistake: *The teacher thier teaches me drawing. So my favourit activity.*

⬭ Makes some spelling mistakes: *favourit (favourite), thier (there)*

Student Exemplar 4
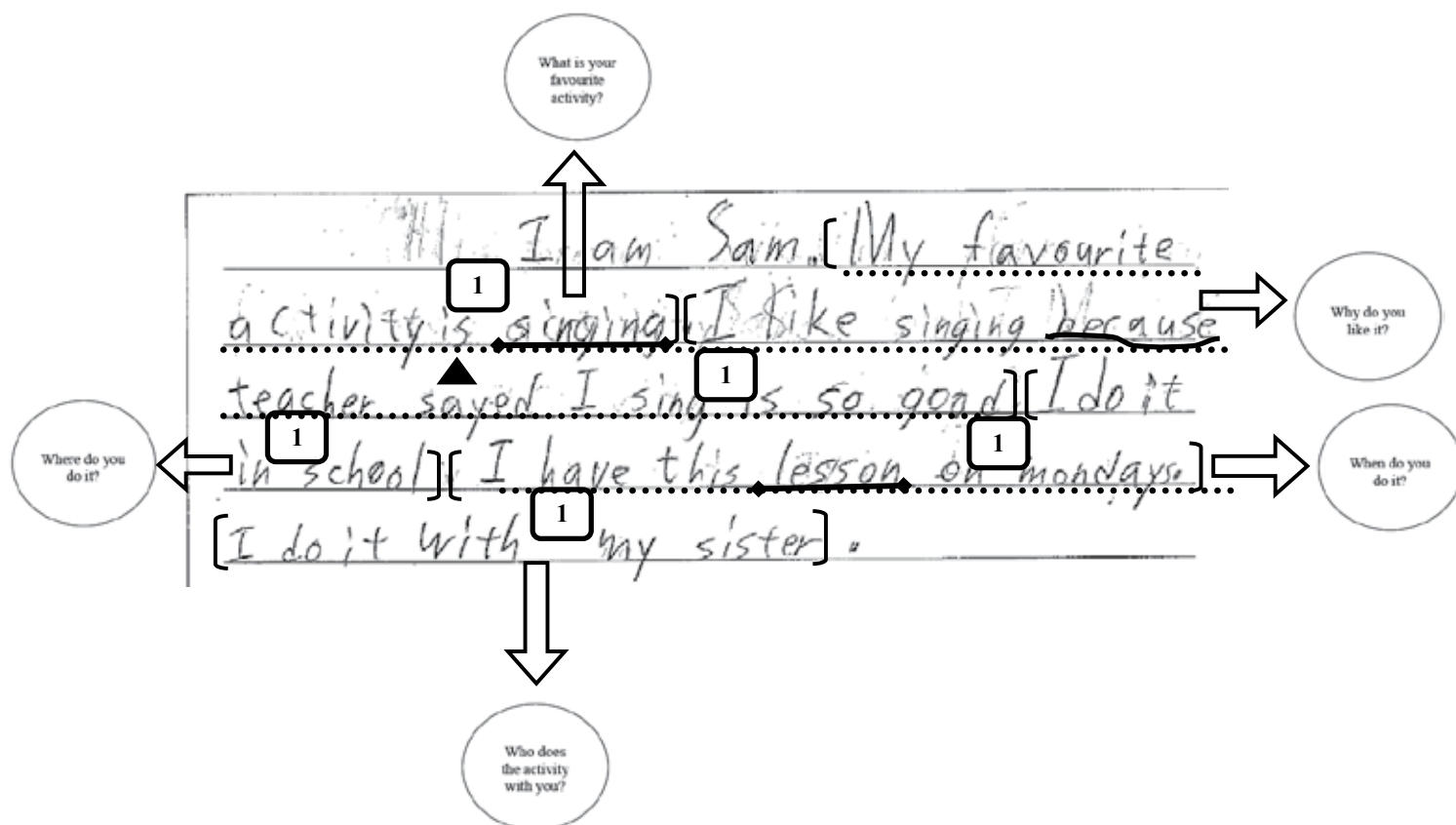
What is your favourite activity?

Why do you like it?

When do you do it?

Where do you do it?

Who does the activity with you?

Hi I am Sam. [My favourite activity is singing] [I like singing because teacher sayed I sing is so good] [I do it in school] [I have this lesson on mondays.] [I do it with my sister].

Content:

1 Provides brief and relevant ideas to the questions

Language:

◆——◆ Uses a limited range of vocabulary: *singing, lesson*

•••• Writes short and simple sentences: *My favourite activity is singing. I like singing because teacher sayed I sing is so good…I have this lesson in mondays.*

⁔ Uses a limited range of cohesive devices: *because*

▲ Makes some grammatical mistakes: *…teacher sayed I sing is so good.*

Primary 3 Speaking

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 2018

Primary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- discriminate numbers and ending sounds

- understand the connection between ideas using cohesive devices

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

Discriminating a Small Range of Numbers

- The more able students were able to discriminate numbers. They could distinguish '*50*' from '*5*', '*15*' and '*55*' (*3EL1/2 Part 1B Q.3*).

Discriminating a Small Range of Ending Sounds

- The more able students could discriminate ending sounds '*ock*', '*od*', '*on*' and '*oy*'. They were able to identify the name of Anna's dog as '*Roy*' from '*Rock*', '*Rod*' and '*Ron*' (*3EL2/3 Part 2 Q.1*).

Understanding the Connection between Ideas Using Cohesive Devices

- The more able students could understand the connection of ideas contrasted by '*but*'. They were able to understand what happened to Anna when she wanted to get her hat back when they heard:

  Mum: *A strong wind blows Anna's hat into the river. She wants to get it back. **But** she is careless and falls into the water.*

6. When Anna wants to get her hat back, _____.
   - A. a strong wind blows
   - B. she shouts at her dog
   - ● C. she falls into the river
   - D. she swims in the river

3EL2/3 Part 2 Q.6

Primary 3 Reading

Good Performance in Reading Tasks

Students with good performance were able to:

- recognise key words on familiar topics

- understand the connection between ideas with causal relationship

- 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.

Recognising Key Words on Familiar Topic

- The more able students could recognise key words on familiar topics about activities. They could identify that Santa was going to take photos with students by referring to the information in the poster '*Come and **take a photo** with Santa*.'

5. Santa is going to _____ with the students.
   - ○ A. sing Christmas songs
   - ● B. take photos
   - ○ C. draw Christmas trees
   - ○ D. write Christmas cards

3ERW1 Part 2 Q.5

Understanding the Connection between Ideas with Causal Relationship

- The more able students could understand the connection of ideas linked by '*because*' in a story. They were able to identify the reason why Tom thanked Jack by referring to the story '*Tom thanks Jack **because** Jack gives him a new toy*.'.

6. Why does Tom thank Jack?
   - ○ A. Jack cleans the car windows.
   - ○ B. Jack loves old toys.
   - ● C. Jack gives him a new toy.
   - ○ D. Jack likes to help people.

3ERW1/2 Part 3 Q.6

__Predicting the Meaning of Unfamiliar Words with Contextual Clues and Pictorial Cues__

- The more able students could predict the meaning of unfamiliar words in the story with the help of contextual clues and pictorial cues. They could correctly predict the meaning of the unfamiliar word '*wheels*' with the help of the contextual clue '*__and cannot go fast__*' and the pictorial cues given in the options.

4. Read lines 7 – 8. Which picture shows the toy car?
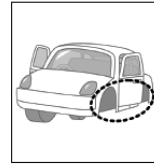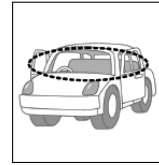
● A.　○ B.
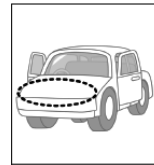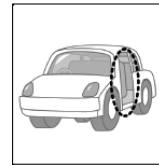
○ C.　○ D.

3ERW1/2 Part 3 Q.4

Primary 3 Writing

For '*John's Picnic',* students with good writing skills were able to <u>provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent</u>. For '*The Activity I Like Best*', students were able to <u>provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent</u>. In terms of language, students were able to <u>use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes</u>.

John's Picnic (3ERW1 / 3ERW2 Part 4)

Student Exemplar 5

> 1 Today, Mom, Dad and John went to picnic, they bring bananas and apple. ▲
>
> 1 Suddenly, a monkey jumped to their table, they felt very scared.
>
> The monkey took our bananas, they felt very angry, so they chased it.
>
> 2 At last, the monkey climbed up to a tree, ▲ 1 so they can't reach it.
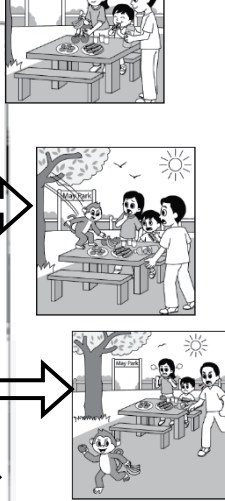
Content:

1 Provides a story with some supporting details

2 Provides an ending to the story

Language:

◆—— Uses a small range of vocabulary: *table, felt, chased, climbed up, reach*

···· Uses a small range of sentence patterns: *The monkey took our bananas, they felt very angry, so they chased it. At last, the monkey climbed up to a tree, so they can't reach it.*

⌒ Uses a small range of cohesive devices: *and, so*

▲ Makes a few grammatical mistakes: *...Mom, Dad and John went to picnic...At last the monkey climbed up to a tree, so they can't reach it.*

Student Exemplar 6

[In the morning, me, Dad and Mum went to a picnic at May Park. We brang bananas, apples and more] [Then, a monkey jumped out of the tree! We felt scared] Then, the monkey took our fruits! In the end, we tried to catch it. But it ran away] We went back home by bus. We very unlucky!]

Content:

[1] Provides a story with some supporting details

[2] Provides an ending to the story

Language:

◆—◆ Uses a small range of vocabulary: *and more, jumped out of, tried to catch, unlucky*

···· Uses a small range of sentence patterns: *We brang bananas, apples and more. Then, a monkey jumped out of the tree! We felt scared. Then, the monkey took our fruits!*

⌣ Uses a small range of cohesive devices: *Then, But*

▲ Makes a few grammatical mistakes: *In the morning, me, Dad and Mum went to a picnic…We very unlucky!*
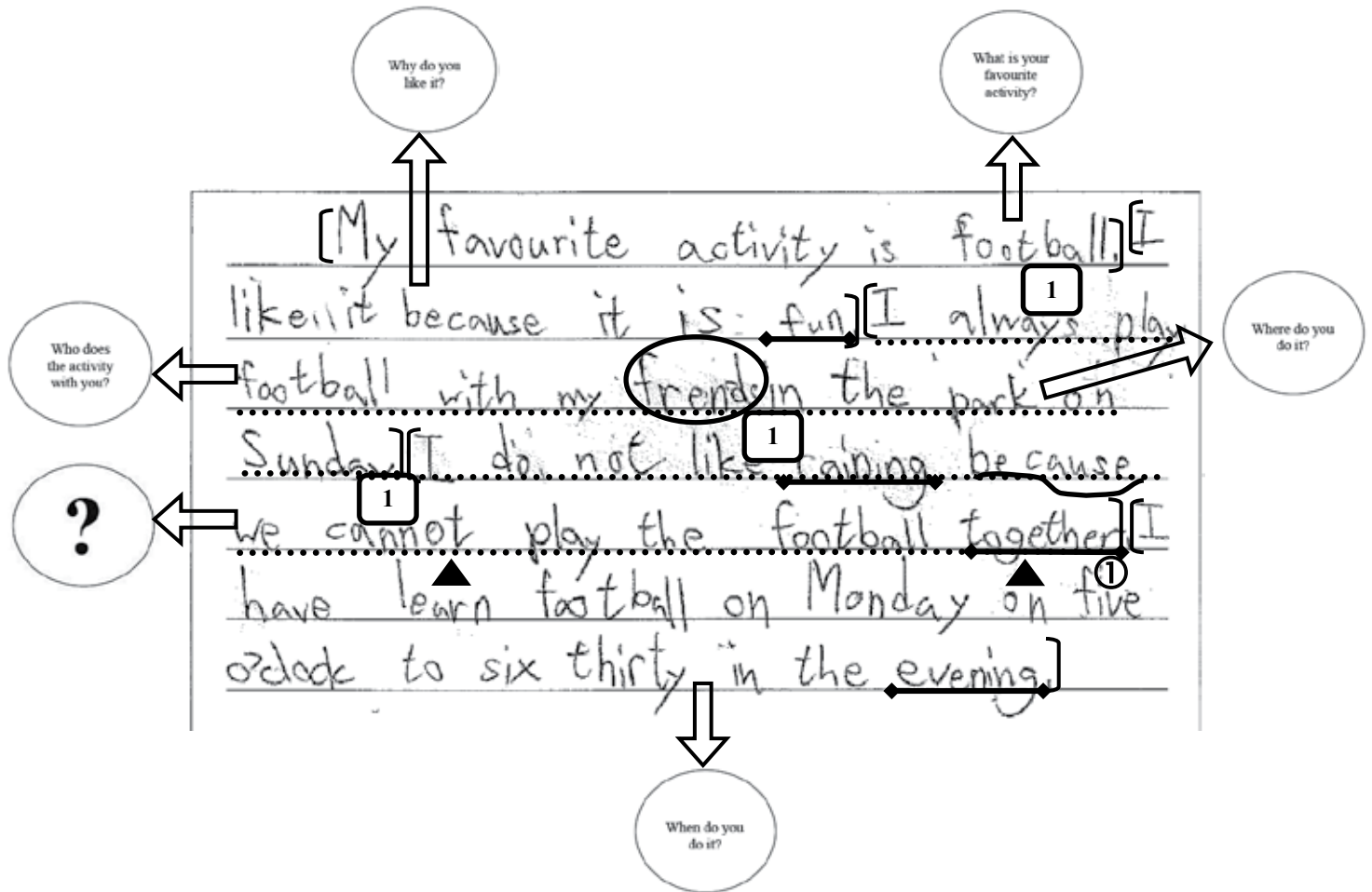
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The Activity I Like Best (3ERW3 Part 4)

Student Exemplar 7

Why do you like it?

What is your favourite activity?

Who does the activity with you?

Where do you do it?

?

When do you do it?

[My favourite activity is football] [I like it because it is fun] [I always play football with my frend in the park on Sunday] [I do not like raining because we cannot play the football together] [I have learn football on Monday on five oclock to six thirty in the evening.]

Content:

1 Provides relevant ideas to the questions with some supporting details

---

Language:

◆—◆ Uses a small range of vocabulary: *fun, raining, together, evening*

···· Uses a small range of sentence patterns: *I always play football with my frends in the park on Sunday. I do not like raining because we cannot play the football together.*

‿ Uses a small range of cohesive devices: *because*

▲ Makes a few grammatical mistakes: *I have learn football on Monday on five o'clock to six thirty in the evening.*

◯ Makes one spelling mistake: *frends (friends)*

Student Exemplar 8
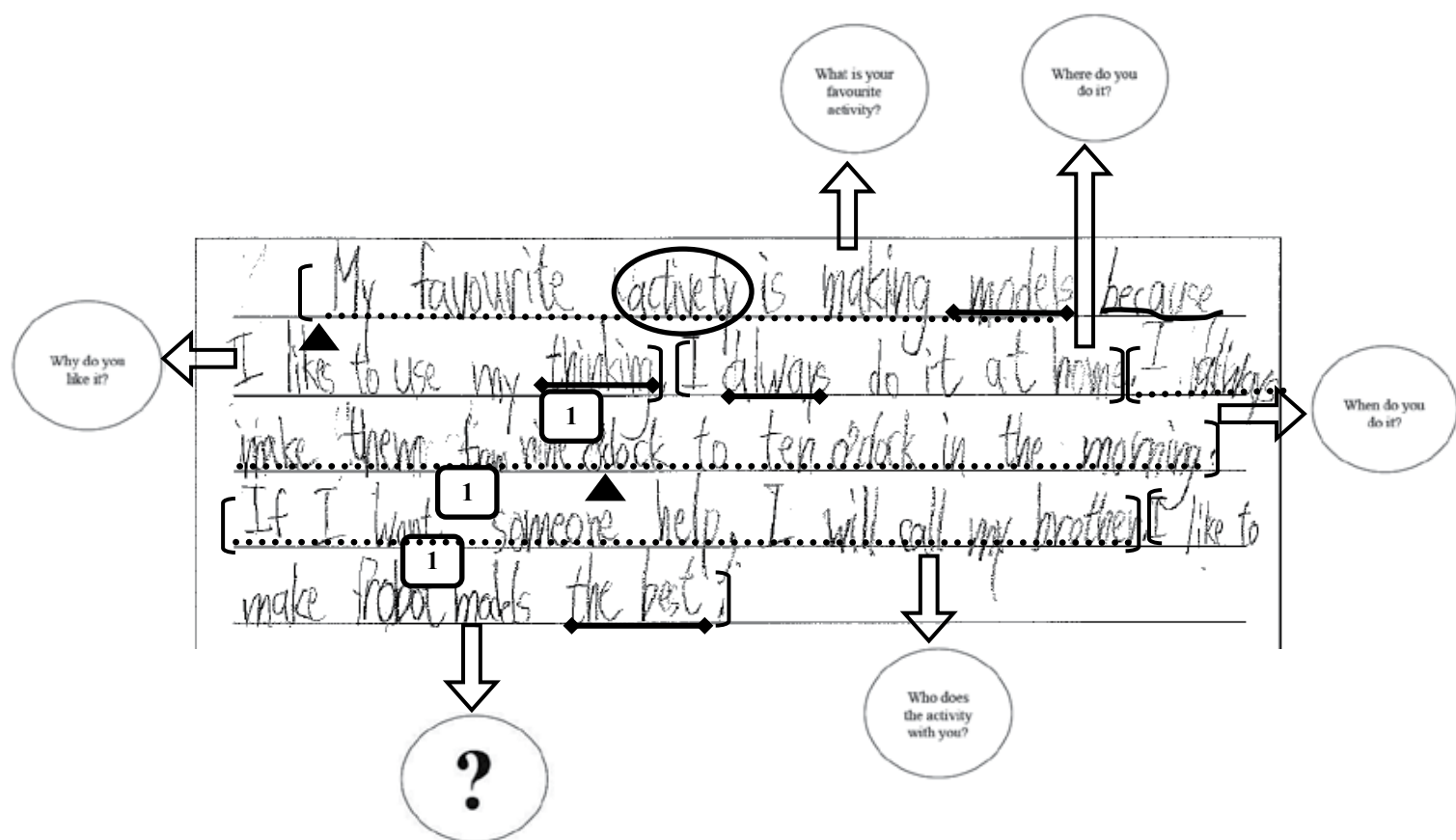
Circles around the text:
- What is your favourite activity?
- Where do you do it?
- Why do you like it?
- When do you do it?
- Who does the activity with you?
- ?

Handwritten text:

My favourite activety is making models because I likes to use my thinking. I always do it at home. I always make them from nine o'clock to ten o'clock in the morning. If I want someone help, I will call my brother. I like to make Robot models the best.

Content:

1 Provides relevant ideas to the questions with some supporting details

---

Language:

◆—◆ Uses a small range of vocabulary: *models, thinking, always, the best*

•••• Uses a small range of sentence patterns: *My favourite activety is making models…I always make them from nine o'clock to ten o'clock in the morning. If I want someone help, I will call my brother.*

⌣ Uses a small range of cohesive devices: *because*

▲ Makes a few grammatical mistakes: *…because I likes to use my thinking…If I want someone help…*

◯ Makes one spelling mistake: *activety (activity)*

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 <u>very few or no pronunciation mistakes</u>. Students could also <u>express the enjoyment of food, appreciation of things, and express emotions</u> when reading these texts:

  They are very yummy! *(3ES01)*

  They are beautiful! *(3ES07)*

  We all have a good time! *(3ES09)*

Expression of Personal Experiences

- Students with good speaking skills could provide relevant answers to most of the questions. Some elaboration on their answers was given. Students were able to respond <u>naturally and readily</u> to the questions.

Picture Description

- Students with good performance could provide relevant answers to most of the questions naturally and readily with some elaboration. They were able to speak <u>clearly and readily with very few pronunciation mistakes</u>.

General Comments on Primary 3 Student Performances

Primary 3 Listening

- Students could identify key words in both conversations and stories. They were able to <u>follow the conversations between speakers and the development of the story</u>.

- Students were able to identify key words on <u>familiar topics</u> (e.g. school subjects). They could also identify key words related to <u>daily life experiences</u> (e.g. time, public transport).

- Students were able to understand the connection between ideas using cohesive devices such as '*<u>also</u>*' and '*<u>and</u>*'. Some students could also understand ideas in the spoken texts linked by '*<u>because</u>*'.

- Students were able to understand basic differences in intonation when speakers were <u>puzzled, scared and excited</u>.

- Students were able to discriminate words with a small range of vowel and consonant sounds.

Primary 3 Reading

- Students were able to recognise key words on <u>familiar topics</u> (e.g. prices, food items) and those related to daily life experiences (e.g. group of people, numbers). With the help of straightforward contextual clues and pictorial cues, students were able to get the correct answers.

- Students were generally able to understand the connection between ideas using cohesive devices such as '*and*'. Students could also understand the connection of ideas in <u>posters and menus</u>.

- Students could understand the connection between ideas by following pronoun references in a story.

- With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in a story. However, predicting the meaning of unfamiliar words is still a challenge for some students.

Primary 3 Writing

- There were two writing tasks in the three sub-papers. For '*John's Picnic*', students were given word prompts 'bring', 'monkey / jump / scared' and 'take / angry' for the three pictures and were asked to write a story about what happened when John went on a picnic at May Park. They were also asked to provide an ending to the story. Students generally were <u>able to write a factual account of the story with an ending</u>. <u>The description was quite clear</u>. Students were familiar with the topic 'picnic' and provided relevant ideas related to the pictures.

- In '*The Activity I Like Best*', students were asked to write about their favourite activity. Question prompts were given to help students write: '*What is your favourite activity?*', '*When do you do it?*', '*Who does the activity with you?*', '*Where do you do it?*' and '*Why do you like it?*'. Students were <u>able to respond to the questions with relevant ideas</u>, indicating that students were familiar with the topic. The ideas provided by the students were quite clear.

John's Picnic

Providing Ideas Based on the Pictures and Word Prompts

- Students were <u>able to write a short story based on the pictures</u> using the word prompts '<u>*monkey*</u>', '<u>*jump*</u>' and '<u>*angry*</u>': *Today, I and Mum, Dad go to the May Park, We eat apple and hot dogs. A monkey jump and take apple. We are angry, we go home.* The description was quite clear.

- The more capable students were able to <u>provide some supporting details to the ideas relevant to the topic</u>:

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> *One day, John and his parents went to May Park to have a picnic. They found a table and settled there. Suddenly, a monkey jump out of a tree and took their fruits. John' father was furious and tried to catch the monkey but failed. The monkey carelessly stepped into a trap and John's family had a fun picnic.*

Providing an Ending to the Story

- Students were able to <u>provide a brief ending to the story</u>:

  > *They were sad. So they go home.*

  > *At last we go back to home and never go this cuntry park.*

  > *So they catch the monkey and take the food. They feel happy.*

  > *We are angry. The monkey run away.*

  > *Dad is angry. Dad is fight the monkey.*

- The more capable students were <u>able to end the story with some supporting details</u>. For example:

  > *In the end, they can eat the cookies and the hot dog, but not the fruits. What a bad day!*
  > *Finally the police came to May Park and they used a gun to shut the naughty monkey and the monkey died.*

Using Word Prompts in the Pictures

- Some students used the word prompts given in the first picture to write the story: *Last weekend, I, Mum and Dad went to May Park.*

Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices

- Students used <u>a limited range of vocabulary</u> in the story. <u>The vocabulary was generally related to the topic</u>: '*today*', '*sunny*', '*hotdog*', '*table*', '*eat*', '*run*', '*sad*'. <u>The sentences given were usually short and simple</u>, e.g. '*Mum bring some food and a monkey jump on a desk…*'.

- Some students were able to use cohesive devices such as '*then*', '*and*', '*because*' and '*so*' to <u>link ideas</u>.

- 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 <u>a small range of vocabulary, sentence patterns and cohesive devices</u>:

> *Suddenly, a monkey jumped out from the tree beside them. The family was frightened…John's father was furious and chased after the monkey. At last, the monkey climbed up the tree beside them and started eating the bananas. John's father sighed, "What a sad day!"*

The Activity I Like Best
Providing Ideas Based on the Question Prompts

- Students were able to write about their favourite activity. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to tell where they went to do the activity, when they did it and who did it with them. They could also write about the reasons they liked it. <u>Relevant and brief ideas were given</u>:

> *My favourite activity is playing football. I like football because I can run fast so I always win. I always play football with my brother on Sunday. I always play football in a park.*

- The more capable students were able to <u>provide ideas relevant to the topic with some supporting details</u>. The ideas were clear and coherent. For example: '*My favourite activity is drawing. I like it very much. It's the best activity in the world. I like drawing because it is fun. I am good at art.*'.

Using a Limited Range of Vocabulary, Sentence Patterns and Cohesive Devices

- Students used <u>a limited range of vocabulary</u> in their writing. <u>The vocabulary was generally related to the topic</u>:   '*swimming*', '*drawing*', '*Sunday*', '*in the park*', '*my brother*', '*fun*', and '*happy*'. <u>The sentences written by students were short and simple</u>, e.g. '*We are happy in the singing lesson.*', '*I like playing basketball.*', '*I do it with my sister.*'. Some students were <u>able to link ideas</u> using '*and*', '*when*' 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 <u>a small range of vocabulary, sentence patterns and cohesive devices</u>:

> *I love singing because when I am sad music makes me happy. All morning, I sing to my cat Mochi, it's very lovely.*

> *I also join a soccer class. It is on Friday night. It was from eight thirty to ten. I enjoy every class. I like soccer and soccer is the best sport.*

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Primary 3 Speaking

Reading Aloud

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Some common mistakes were found in students. They dropped end consonants in '*wings*', '*lessons*', '*pictures*', and '*friends*'. They also dropped /ks/ in '*box*'. They were unable to pronounce blends in '*classmate*' and '*friends*'. When reading the texts aloud, some students also mispronounced words such as '*cook*', '*honey*', '*parents*', '*family*', '*sand*', '*after*', '*early*', '*colours*', '*pencil*', '*weekend*', '*visit*', '*strong*' and '*together*'.

- Some students mispronounced '*mother*' as '*mum*', '*chicken*' as '*kitchen*', '*fruit*' as '*food*', '*very*' as '*every*', '*cool*' as '*cold*', '*They*' as '*There*', '*July*' as '*June*' and '*snacks*' as '*snakes*'.

Expression of Personal Experiences

- Many students were able to provide relevant responses to the questions from the oral examiners. Students were generally able to provide relevant answers to Wh-questions (e.g. '*What do you like to do on hot days?*', '*Where do you do your homework?*', '*Who do you want to see on your birthday?*').

- Students had difficulty in answering some questions. When asked *'What does it look like?'* in 3ES01 *(Favourite Fruit),* some students were unable to provide an answer even though the prompt '*What colour/size is the fruit?*' was given. Some students also found it difficult to provide answers about dates (e.g. *'When is your birthday?'*).

Picture Description

- Students in general were able to provide natural and relevant responses based on the pictures. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. '*What is the boy doing?*', '*Where are these people?', 'How does the woman feel?*', '*What does the teacher say to the girl?*').

- Some students experienced difficulty in answering questions which asked for their opinions on an action (e.g. '*Is it right to do that? Why / Why not?*').

- Students did not have the vocabulary to describe actions. Some were unable to respond to question like '*What is the woman doing?*' in *3ES02 (At the Fast Food Shop);* they did not know how to say that the woman was cleaning the table due to a lack of vocabulary. They also used inappropriate vocabulary items when answering questions. For example, when asked *'What is the old man doing?'* in *3ES06 (Late at Night)*, some students said the old man was '*watching* newspaper' instead of '*reading* newspaper'.

Overview of Primary 3 Student Performances in English Language in 2016-2018

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 2016-2018

Year	% of Students Achieving English Language Basic Competency
2016	81.1
2017	81.1
2018	80.8

A comparison of the strengths and weaknesses of P.3 student performances in 2016-2018 provides useful information on how teachers can help students improve. Table 7.10 summarises the comparison.

Table 7.10   Overview of P.3 Student Performances in English Language in 2016–2018

Reading \ Year	2016	2017	2018	Remarks
Strengths	• 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. • 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 advertisements and posters. • Students could understand the connection of ideas by following pronoun references in a story. • Students were able to predict the meaning of unfamiliar words in a poster with contextual clues and pictorial cues.	• Students were able to recognise key words on familiar topics (e.g. names) and those related to daily life experiences (e.g. time) with contextual clues and pictorial cues. • Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or'). • Students were able to understand the connection of ideas in timetables and cards. • Students in general were able to understand the connection between ideas by following pronoun references in a card/story. • Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues.	• Students were able to identify key words on familiar topics (e.g. prices) and those related to daily life experiences (e.g. group of people). Contextual clues and pictorial cues were found to be useful to students. • Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'and'). They could also understand the connection of ideas in posters and menus. • Students could understand the connection between ideas by following pronoun references in a story. • With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in a story.	• Predicting the meaning of unfamiliar words was still a challenge for some students.
Weaknesses	• Only the more able students could follow pronoun references across a few lines.	• Only the more able students were able to follow pronoun references in a story. They were able to interpret a reference word when the pronoun was close to the subject it referred to. • Only the more able students were able to make use of the contextual clues and pictorial cues in the story to help them predict the meaning of unfamiliar words.	• Only the more able students could identify key words about activities in the poster. • Only the more able students could understand the connection of ideas with causal relationship.	

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Writing \ Year	2016	2017	2018	Remarks
Strengths	• 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. • In 'My Favourite Lesson', students were generally able to respond to the questions with brief but relevant ideas. • Some students were able to use cohesive devices to link ideas (e.g. 'because', 'and').	• For 'At the Park', students were able to provide a factual account of the story. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given. • In 'My School Recess', students were able to provide relevant ideas using the prompts (e.g. what they did and how they felt at recess). • Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because').	• Students were able to provide a factual account of the story about 'John's Picnic' with almost no supporting details. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given. • For the writing task 'The Activity I Like Best', students could write about the activity they like best with given prompts (e.g. where they went to do the activity). • Students were able to use cohesive devices such as 'then', 'and', 'because' to link ideas.	• Students were able to provide relevant ideas in the writing tasks. They used a limited range of vocabulary and sentence patterns. Grammatical and spelling mistakes were common among students.
Weaknesses	• Some students only provided brief ideas in their writing. • Spelling mistakes were common among students. • Grammatical mistakes (e.g. subject-verb disagreement) were still common in students' writing.	• Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Students made some grammatical mistakes (e.g. error in tenses) in their writing.	• Only the more able students were able to provide ideas with some supporting details. • Spelling mistakes were common among students. • Students made some grammatical mistakes (e.g. subject-verb agreement) in their writing.	

Year / Listening	2016	2017	2018	Remarks
Strengths	• 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. • 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'. • 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.	• Students were able to identify key words on familiar topics (e.g. places) or those related to daily life experiences (e.g. sports) with straightforward verbal and pictorial cues. • Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but). • Students were able to discriminate between common words with a small range of vowel sounds (e.g. 'a', 'i', 'o' and 'u') and consonant sounds (e.g. 'B', 'L', 'M' and 'T'). • Students were able to distinguish basic differences in intonation (e.g. happy, surprised).	• Students were able to identify key words on familiar topics (e.g. school subjects). They could also identify key words related to daily life experiences (e.g. public transport). • Students were able to understand the connection between ideas using cohesive devices (e.g. 'also', 'and'). Some students could also understand ideas in the spoken texts linked by 'because'. • Students could distinguish a small range of initial consonants and vowel sounds (e.g. 'Jerry' from 'Kerry', 'Perry' and 'Terry'). • Students were able to understand basic differences in intonation when speakers were puzzled, scared and excited.	• Students were able to identify key words on familiar topics/related to daily life experiences in the spoken texts. • Students also showed understanding of the connection between ideas using cohesive devices.
Weaknesses	• Some students were unable to identify key words with distractors built into the spoken text.	• Some students were unable to understand the connection between ideas when the ideas were connected by 'so'.	• Students were unable to identify the connection of ideas contrasted by 'but' in the spoken text. • Students with good performance could distinguish '50' from '5', '15' and '55'.	

Speaking \ Year	2016	2017	2018	Remarks
Strengths	• For 'Reading Aloud', many students were able to read most of the texts aloud fluently and clearly. They made very few pronunciation mistakes. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. • In 'Picture Description', many students were able to provide relevant responses naturally based on the pictures.	• In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes. • In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. • In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation.	• For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. • For 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. • In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes.	• Students in general were able to respond to questions with relevant answers related to personal experiences and the pictures. • However, students had difficulty in answering questions that asked for their opinions on an action.
Weaknesses	• For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. brother) and they mispronounced some words (e.g. race, winner). • For 'Expression of Personal Experiences', some students were hesitant in responding to 'Wh' questions (e.g. 'Do you like summer? Why? Why not?'). • 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.	• For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'. • For 'Expression of Personal Experiences', students had difficulty in answering questions that required providing a reason (e.g. 'Do you like your P.E. lessons? Why?'). • In 'Picture Description', some students experienced difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').	• For 'Reading Aloud', students dropped end consonants for words like 'wings' and 'lessons'. Some students were unable to pronounce blends in 'classmate' and 'friends'. Some students mispronounced 'fruit' as 'food', and 'snacks' as 'snakes'. • For 'Expression of Personal Experiences', students had difficulty in answering some questions (e.g. 'What does it look like?'). • In 'Picture Description', some students had difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').	