

## ***Results of Primary 3 English Language in Territory-wide System Assessment 2019***

The percentage of Primary 3 students achieving English Language Basic Competency in 2019 is 79.8%.

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

The assessment tasks for 2019 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)*, the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004) and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). The tasks covered the four language skills of listening, reading, writing and speaking, as well as the learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.3 written assessment comprised a total of 80 items and 90 score points scattered through three sub-papers for Listening and three sub-papers for Reading and Writing. Common items existed 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 speaking assessment comprised two components, ‘Reading Aloud and Expression of Personal Experiences’ as well as ‘Picture Description’, with six sub-papers for each component. The speaking assessment consisted of twelve sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. These numbers include common items that existed in more than one sub-paper to enable the equating of test scores. The composition of the P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Assessment					
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 Assessment					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Expression of Personal Experiences	2(4)	2(4)	2(4)	--	6(4)
Picture Description (short answers and pronunciation)	2(6)	2(6)	2(6)	--	6(6)

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

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

Written Assessment			
Basic Competency	No. of Items (Score Points)		
<b>Listening</b>	<b>3EL1</b>	<b>3EL2</b>	<b>3EL3</b>
	19(19)	19(19)	19(19)
<b>Reading</b>	<b>3ERW1</b>	<b>3ERW2</b>	<b>3ERW3</b>
	20(20)	20(20)	20(20)
<b>Writing</b>	<b>3ERW1</b>	<b>3ERW2</b>	<b>3ERW3</b>
	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
<b>TOTAL</b>		<b>38</b>

**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	A New Cake Shop <i>3EL1 / 3EL3 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Ann's Class Photo <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Uncle John's Pet Dog <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Ann Goes Shopping <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	The Lost Teeth <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Ann's Classmate <i>3EL3 Part 1B</i>	Multiple Choice	5(5)

### Primary 3 Reading Items

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

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

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

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC	Favourite Gifts <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	My Weekend Activities <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Sally's Baby Sister <i>3ERW1 / 3ERW2 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Class 3A's Favourite Pets <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	People I Like <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	A Visit to Jane <i>3ERW3 Part 3</i>	Multiple Choice	8(8)

### Primary 3 Writing Tasks

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

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

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

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

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC	David's Dog	½(3)
L2-W-4-P3BC	3ERW1 / 3ERW2 Part 4	½(3)
L2-W-3-P3BC	Things I Do After School	½(3)
L2-W-4-P3BC	3ERW3 Part 4	½(3)

### **Primary 3 Speaking Tasks**

**Two components** were designed for P.3 speaking 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 respond to a set of questions based on the theme of the text. Students were assessed on their reading fluency and response to the Oral Examiners’ questions. For this task, students were given two minutes to prepare for the assessment, one minute to read aloud the RA text and two minutes to respond to the questions for PE. The second component was **‘Picture Description’** (PD) which required students to respond to the Oral Examiner’s questions based on a picture or a series of pictures. Students were assessed on the relevancy and response to the questions as well as their pronunciation. For PD, students were given three minutes to study the question paper and two minutes to respond to the Oral Examiners’ questions.

Each component represented half of all sub-papers used for the speaking assessment. RA & PE was comprised of sub-papers 3ES01, 3ES03, 3ES05, 3ES07, 3ES09, 3ES011 and PD

was 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: *Going to School (3ES01)*, *In the School Library (3ES02)*, *My Toy Car (3ES03)*, *People in Happy Park (3ES04)*, *In the Park (3ES05)*, *A Picnic (3ES06)*, *Reading (3ES07)*, *At Home (3ES08)*, *My Class (3ES09)*, *On the Street (3ES10)*, *Shopping (3ES11)* and *Making a Cake (3ES12)*. A total of three sessions were conducted over the 1.5 days of assessment held on 7 and 8 May 2019. 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 Competency in 2019**

### **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
A New Cake Shop	Conversation
Ann's Class Photo	Conversation
Uncle John's Pet Dog	Conversation
Ann Goes Shopping	Conversation
The Lost Teeth	Story
Ann's Classmate	Conversation

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

Students achieving basic competency were able to:

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

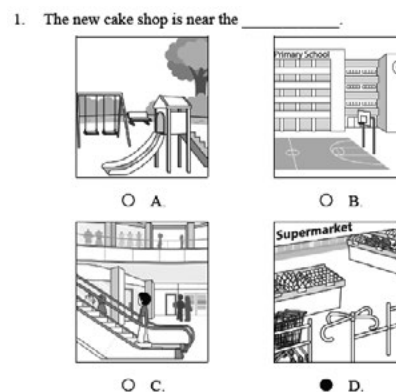
**Task Name: A New Cake Shop (Conversation)**

**Task Content:** Ann and her mum talked about a new cake shop.

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

- Most students were able to identify key words on a familiar topic about places, with the help of cues in the spoken text. They were able to identify 'supermarket' as the place which the new cake shop was near to when they heard:

Mum: ...*I bought them this morning at a new cake shop near the supermarket.*



3EL1/3 Part 1A Q.1

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

- The majority of students were able to identify the reason why Ann wanted to eat the lemon cake with Mum when the ideas were linked by 'because':

Ann: ...*Mum, let's eat it together because it's too big for me.*

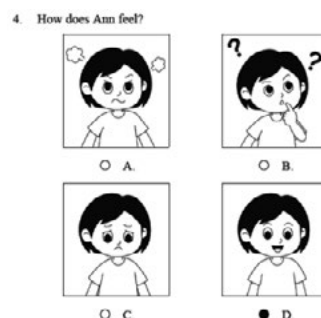
5. Why does Ann want to eat the lemon cake with Mum?
- A. The cake shop is new.
- B. The cake is too big for Ann.
- C. Ann wants to eat the chocolate cake.
- D. The cake is sour.

3EL1/3 Part 1A Q.5

**Understanding Basic Differences in Intonation**

- Most students were able to understand that the speaker was happy when they heard:

Ann: *I want the lemon cake. I like it because it's sour!*



3EL1/3 Part 1A Q.4

**Task Name: Ann's Class Photo (Conversation)**

**Task Content:** Ann talked to her grandma about her class photo.

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

- The majority of students were able to identify key words related to daily life experiences, e.g. numbers.

When asked about the number of students in Ann's class, students were able to choose '31' as the correct answer even with distractors built in the spoken text:

Grandma: ...*It looks like there are about 40 students.*

Ann: *No, there are only 31 students.*

1. How many students are there in Ann's class?

- A. 30  
● B. 31  
○ C. 40  
○ D. 41

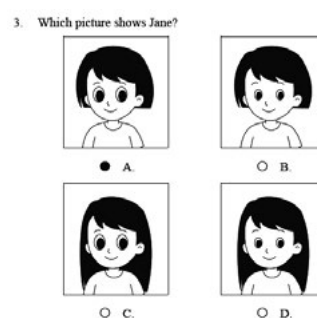
3EL1/2 Part 1B Q.1

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

- Most students could understand the connection of ideas linked by 'and'. They were able to identify the picture of Ann's best friend when they heard:

Ann: *She's my best friend Jane.*

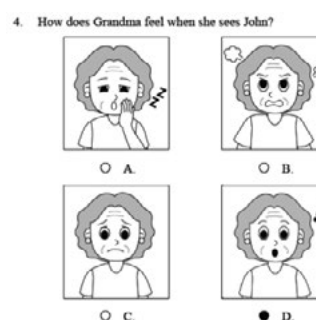
Grandma: *Oh, she has short hair and big eyes.*



3EL1/2 Part 1B Q.3

**Understanding Basic Differences in Intonation**

- Most students were able to understand that Grandma was surprised when they heard Grandma saying '*And who is this boy? He's so tall!*'.



3EL1/2 Part 1B Q.4



**Discriminating a Small Range of Initial Consonants**

- Most students were able to discriminate initial consonants 'T', 'K', 'L' and 'Y'. They could identify that Ann's class teacher was 'Miss Tam' from 'Miss Kam', 'Miss Lam' and 'Miss Yam' (3EL1/2 Part 1B Q.2).

**Task Name: Uncle John's Pet Dog (Conversation)**

**Task Content:** Ann talked to Uncle John about his pet dog.

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

- Most students were able to identify key words related to daily life experiences, e.g. countries. When asked about where Uncle John was going for his holiday, students were able to choose 'Canada' as the correct answer even with distractors built in the spoken text:

Ann: *Hi, Uncle John. Where are you going? I know you like Japan and China.*

Uncle John: *This time, I'm going to Canada.*

1. Uncle John is going to \_\_\_\_\_ for a holiday.

- ☐ A. China  
☒ B. Canada  
☐ C. Japan  
☐ D. Singapore

3EL1 Part 2 Q.1

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

- Most students could understand the connection of ideas linked by 'also'. They were able to identify the picture of Uncle John's dog when they heard:

Ann: *Your dog is cute. She has small eyes. She also has long ears.*

4. Which picture shows the dog?



☐ A.



☐ B.



☐ C.



☒ D.

3EL1 Part 2 Q.4

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

- Most students were able to identify the reason why Uncle John would like Ann to take the dog for a walk when they heard Uncle John saying 'Because she likes to run and play.'.

8. Why does Ann take the dog for a walk?

- ☐ A. Ann wants to buy dog food.  
☐ B. Ann wants to buy toys.  
☐ C. The dog likes to go to the pet shop.  
☒ D. The dog likes to run and play.

3EL1 Part 2 Q.8

**Understanding Basic Differences in Intonation**

- Most students were able to identify that the speaker was excited when they heard Ann saying '*Great! Thank you, Uncle John!*'.

9. How does Ann feel?



○ A.



● B.



○ C.



○ D.

3EL1 Part 2 Q.9

**Discriminating a Small Range of Initial Consonants**

- Most students were able to discriminate initial consonants 'B', 'C', 'J' and 'T'. They could identify the name of Uncle John's dog as 'Bo Bo' from 'Co Co', 'Jo Jo' and 'To To' (3EL1 Part 2 Q.3).

**Task Name: Ann Goes Shopping (Conversation)**

**Task Content:** Ann talked to her grandpa about her shopping day.

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

- Most students could identify key words on familiar topics about food items. They were able to identify what Ann had for lunch with the verbal cue they heard in the spoken text and the pictorial cues in the options:

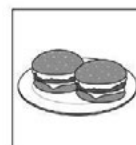
Grandpa: *Did you have hamburgers and fries?*

Ann: *No, we had a big pizza. It was yummy!*

5. What did Ann have for lunch?



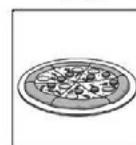
○ A.



○ B.



○ C.



● D.

3EL2 Part 1A Q.5

### Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by 'and'. They were able to identify the picture of the doll which Ann bought at the shopping centre when they heard:

Grandpa: *Did you buy anything?*

Ann: *I bought a doll wearing a dress and a pair of sports shoes.*

4. Which picture shows the doll?



☒ A.



☐ B.



☐ C.



☐ D.

3EL2 Part 1A Q.4

### Discriminating a Small Range of Ending Sounds

- Many students could discriminate ending sounds '*ick*', '*ill*', '*ip*' and '*it*'. They could identify that Ann went to 'Hill Toys' from 'Hick Toys', 'Hip Toys' and 'Hit Toys' (3EL2 Part 1A Q.3).

### **Task Name: The Lost Teeth (Story)**

**Task Content:** Ann's mum told Ann a story. It was about Tom and Mary.

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

- Most students could identify key words on familiar topics such as 'age' with straightforward verbal cues. They were able to identify that Tom was seven years old when they heard:

Mum: *Tom is 7 years old.*

1. How old is Tom?

☐ A. 6 years old

☒ B. 7 years old

☐ C. 8 years old

☐ D. 9 years old

3EL2/3 Part 2 Q.1

### Understanding the Connection of Ideas with Causal Relationship

- The majority of students were able to understand the reason why Tom did not want to go to school when they heard:

Mum: *He does not want to go to school because he thinks he looks funny.*

3. Tom does not want to go to school because \_\_\_\_\_.

☐ A. he is sick

☐ B. he does not have breakfast

☒ C. he thinks he looks funny

☐ D. he gets up at 6 o'clock

3EL2/3 Part 2 Q.3

**Understanding Basic Differences in Intonation**

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

Mum: *His best friend, Mary, sees him in the classroom and says, “Are you okay?”.*

5. How does Mary feel when she sees Tom?



☐ A.



☐ B.



☒ C.



☐ D.

3EL2/3 Part 2 Q.5

**Task Name: Ann's Classmate (Conversation)**

**Task Content:** Ann talked to her dad about her classmate.

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

- Most students could identify key words related to daily life experiences, e.g. toys. When asked what Ann wanted to draw, they could choose ‘a robot’ as the correct answer even with distractors built into the spoken text:

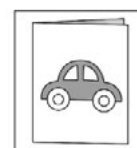
Dad: *What do you want to draw? A doll, an animal or a toy car?*

Ann: *I want to draw a robot. It's her favourite toy.*

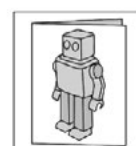
3. What does Ann want to draw?



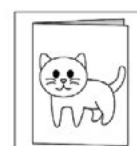
☐ A.



☐ B.



☒ C.



☐ D.

3EL3 Part 1B Q.3

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

- Most students could understand the connection of ideas contrasted by ‘but’. They were able to identify what Ann wanted to give to her classmate when they heard:

Ann: *I also want to give her some snacks.*

Dad: *What about some biscuits, candies or potato chips?*

Ann: *Mmm... but she likes cakes, Dad.*

Dad: *Okay. Let's get her some cakes tomorrow.*

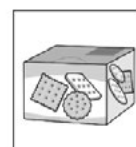
5. What is Ann going to give her classmate?



☐ A.



☒ B.



☐ C.



☐ D.

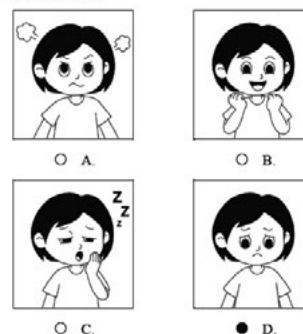
3EL3 Part 1B Q.5

**Understanding Basic Differences in Intonation**

- Most students were able to identify the picture of Ann being sad when they heard:

Ann: I feel sorry for her. She is not good at English dictation.

2. How does Ann feel?



3EL3 Part 1B Q.2

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

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

<i>Tasks</i>	<i>Text Types</i>
Favourite Gifts	Notes
My Weekend Activities	Diary
Sally's Baby Sister	Story
Class 3A's Favourite Pets	Notes
People I Like	Diary
A Visit to Jane	Story

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

Students achieving basic competency were able to:

- recognise key words on familiar topics/related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the causal relationship of ideas
- understand the connection of ideas in the notes
- understand the connection of ideas by following pronoun references in diaries and stories
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

**Task Name: Favourite Gifts (Notes)**

**Task Content:** Helen read some notes about gifts her classmates liked.

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

**Recognising Key Words on Familiar Topics**

- Most students could recognise key words on familiar topics such as 'people'. By referring to the notes about favourite gifts, students were able to tell Mary's gift was from Dad.

2. Mary's gift was from \_\_\_\_\_.

- ☐ A. Grandma      ☐ B. Mum  
☐ C. Uncle John      ☒ D. Dad

3ERW1/3 Part 1 Q.2

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

- The majority of students could understand the connection of ideas linked by 'and' in the notes. They were able to identify the colours of Mary's watch by referring to the notes:

Mary's Favourite Gift: *Watch*

- pink and white

4. What colour is the watch?

- 1) red  
 2) yellow  
 3) white  
 4) pink

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

3ERW1/3 Part 1 Q.4

**Task Name: My Weekend Activities (Diary)**

**Task Content:** Helen wrote about her weekend activities in her diary.

11<sup>th</sup> March 2019 (Monday)

On Saturday morning at 9 am, Mum and I went to Super Restaurant for dim sum. At 6 pm, we went to Grandma's house. I cooked chicken with Grandma. It was yummy.

I went to Lovely Music Centre on Sunday at 10 am. My teacher is Miss Lau. She is kind. I sang songs with Miss Lau and my friend, Judy. We were happy.

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

- The majority of students could recognise key words related to daily life experiences, e.g. time. They could tell when Helen went to Grandma's house by recognising the key words '6 pm' in the diary.

2. When did Helen go to Grandma's house?

- ☐ A. 9 am                      ☐ B. 10 am  
☒ C. 6 pm                      ☐ D. 11 pm

3ERW1 Part 2 Q.2

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

- The majority of students could understand the connection of ideas linked by cohesive devices in a diary. They were able to identify the people who sang songs with Helen by referring to the diary '*I sang songs with Miss Lau and my friend, Judy.*' when the ideas were linked by 'and'

7. Helen sang songs with \_\_\_\_\_.

- ☒ A. Judy and Miss Lau  
☐ B. Judy and Mum  
☐ C. Miss Lau and Grandma  
☐ D. Mum and Grandma

3ERW1 Part 2 Q.7

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

- The majority of students could understand the connection of ideas by following pronoun references in a diary. They were able to interpret 'It' as 'the chicken' by reading '*I cooked chicken with Grandma. It was yummy.*' in the diary.

4. Read line 5. The word 'It' refers to \_\_\_\_\_.

- ☒ A. the chicken                      ☐ B. Super Restaurant  
☐ C. Saturday                      ☐ D. Grandma's house

3ERW1 Part 2 Q.4

**Task Name: Sally's Baby Sister (Story)**

**Task Content:** Helen read a story about Sally's baby sister.

Sally's Baby Sister

Sally likes dancing. She goes to Star Dance School. Sally works very hard in her dance class, but she is sad because she cannot dance well. Sally does not want to dance again. She hides her dance shoes under her bed. She does not want to look at them. 5

Sally helps Mum look after her baby sister, Alice. She is one year old. Sally loves her. She plays with Alice and reads stories to her.

Alice learns to walk. She stands up and tries to walk. She falls and tries to walk again. Alice falls many times, but she is cheerful. She always laughs. Sally thinks Alice is brave. She takes out her dance shoes and dances again. 10

In the dance class today, Sally dances well. She goes home and gives Alice a big kiss. 15



**Recognising Key Words on Familiar Topics**

- The majority of students could recognise key words on familiar topics such as 'names'. By referring to the story, students were able to tell that Sally went to Star Dance School.

1. Sally goes to \_\_\_\_\_ Dance School.
- ☐ A. Baby
- ☐ B. Brave
- ☐ C. Times
- ☒ D. Star

3ERW1/2 Part 3 Q.1

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

- The majority of students could understand the connection of ideas linked by 'because' in a story. They were able to identify the reason why Sally was sad by referring to the story '*...she is sad because she cannot dance well.*'

2. Sally is sad because \_\_\_\_\_.
- ☐ A. she does not like dancing
- ☒ B. she cannot dance well
- ☐ C. she has to look after Alice
- ☐ D. Alice is one year old

3ERW1/2 Part 3 Q.2

**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 'her' as 'Alice' by reading '*Sally helps Mum look after her baby sister, Alice. She is one year old. Sally loves her.*'

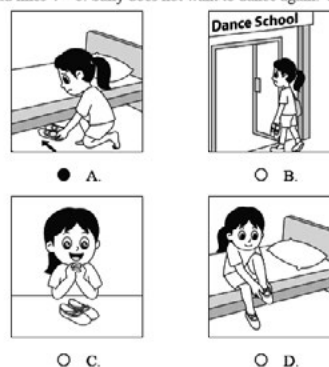
4. Read line 8. The word 'her' refers to \_\_\_\_\_.
- ☐ A. Mum ☐ B. Sally
- ☐ C. Helen ☒ D. Alice

3ERW1/2 Part 3 Q.4

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

- Many students could predict the meaning of unfamiliar words in the story with the help of contextual clues and pictorial cues. They could predict the meaning of the unfamiliar word 'hides' correctly with the help of the contextual clues 'under her bed' and 'She does not want to look at them.' as well as the pictorial cues given in the options.

3. Read lines 4 – 6. Sally does not want to dance again. What does she do?

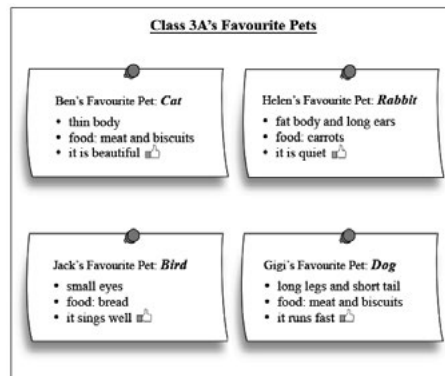


3ERW1/2 Part 3 Q.3



**Task Name: Class 3A's Favourite Pets (Notes)**

**Task Content:** Helen read some notes about Class 3A's favourite pets.

**Recognising Key Words on Familiar Topics**

- Most students could recognise key words on familiar topics such as 'pets'. By referring to the notes about favourite pets, students were able to tell Jack's pet was a bird.

1. What is Jack's pet?

- ☐ A. a cat                      ☐ B. a rabbit  
☒ C. a bird                      ☐ D. a dog

3ERW2 Part 1 Q.1

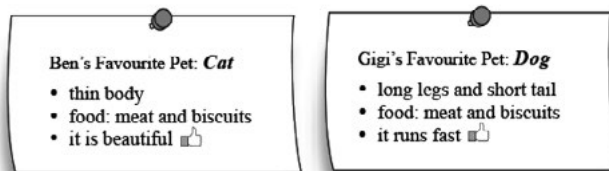
**Understanding the Connection between Ideas**

- The majority of students could understand the connection of ideas in the notes. They were able to identify that Ben's and Gigi's pets ate meat and biscuits by referring to the information in the notes:

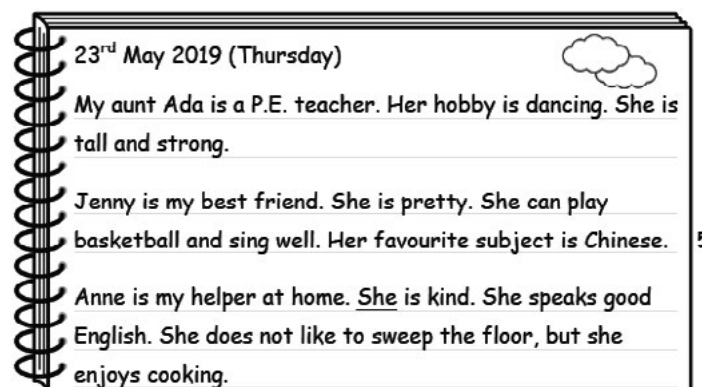
5. \_\_\_\_\_ pets eat meat and biscuits.

- ☐ A. Ben's and Jack's                      ☒ B. Ben's and Gigi's  
☐ C. Jack's and Helen's                      ☐ D. Gigi's and Helen's

3ERW2 Part 1 Q.5

**Task Name: People I Like (Diary)**

**Task Content:** Helen wrote about the people she liked in her diary.



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

- Many students were able to recognise key words related to daily life experiences, e.g. hobbies. They could choose 'dancing' as Ada's hobby by recognising the key words 'Her hobby is dancing.' in the diary.

1. What is Ada's hobby?



● A.



○ B.



○ C.



○ D.

3ERW2/3 Part 2 Q.1

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

- The majority of students could understand the connection of ideas contrasted by 'but' in a diary. They were able to identify that Anne liked to cook by referring to the diary '*She does not like to sweep the floor, but she enjoys cooking.*'

7. What does Anne like to do?

● A. cook

○ B. sing

○ C. sweep the floor

○ D. play basketball

3ERW2/3 Part 2 Q.7

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

- The majority of students could understand the connection of ideas by following pronoun references in a diary. They were able to interpret '*She*' as 'Anne' by reading '*Anne is my helper at home. She is kind.*' in the diary.

6. Read line 6. The word 'She' refers to \_\_\_\_\_.

○ A. Ada

○ B. Jenny

● C. Anne

○ D. Helen

3ERW2/3 Part 2 Q.6

**Task Name: A Visit to Jane (Story)****Task Content:** Helen read a story about Tom.

**A Visit To Jane**

5

Tom visits his friend, Jane, in winter. Jane is a polar bear. She lives in a very cold place. Tom goes there by plane.

Jane takes Tom to her home. Tom feels hungry. Mother Bear cooks soup for him. It is yummy. At night, Tom is very cold. Father Bear makes a big fire. Tom feels comfortable. They sing songs.

10

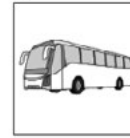
The next day, Tom and Jane go to a river. They catch some fish and cook them for lunch. After lunch, Tom and Jane play football and basketball. They are happy.

It is time for Tom to go home. Jane gives Tom a scarf. He wears it on his neck. He feels warm. Tom wants to visit Jane again because he had a good time.

### Recognising Key Words Related to Daily Life Experiences

- Most students were able to recognise key words related to daily life experiences about public transport. They could identify how Tom went to visit Jane with the key word ‘by plane.’ in the story.

2. Tom goes to visit Jane by \_\_\_\_\_.



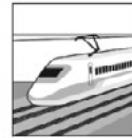
☐ A.



☒ B.



☐ C.



☐ D.

3ERW3 Part 3 Q.2

### Understanding the Connection between Ideas with Causal Relationship

- The majority of students could understand the connection of ideas linked by ‘because’ in a story. They were able to identify the reason why Tom wanted to visit Jane again by referring to the story ‘*Tom wants to visit Jane again because he had a good time.*’

8. Why does Tom want to visit Jane again?

- ☐ A. He likes winter.
- ☐ B. He wants to make a fire.
- ☒ C. He had a good time.
- ☐ D. The soup is yummy.

3ERW3 Part 3 Q.8

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

- The majority of students could understand the connection of ideas by following pronoun references in a story. They were able to interpret ‘They’ as ‘Tom and Jane’ by reading ‘...*Tom and Jane go to a river. They catch some fish...*’ in the story.

5. Read line 8. The word ‘They’ refers to \_\_\_\_\_.

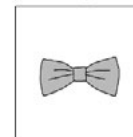
- ☐ A. Tom and Mother Bear
- ☒ B. Tom and Jane
- ☐ C. Mother Bear and Father Bear
- ☐ D. Jane and Father Bear

3ERW3 Part 3 Q.5

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

- With the help of contextual clues and pictorial cues, most students were able to predict the meaning of unfamiliar words in the story. They could predict the meaning of the unfamiliar word ‘scarf’ correctly with the help of the contextual clue ‘He wears it on his neck. He feels warm.’ and the pictorial cues given in the options.

7. What does Jane give Tom?



☐ A.



☐ B.



☒ C.



☐ D.

3ERW3 Part 3 Q.7

## Primary 3 Writing

### Design of Writing Papers

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

<i>Tasks</i>	<i>Text Types</i>
David's Dog	Story
Things I Do After School	Personal Description

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

In general, students understood the task requirements in the writing tasks. For 'David's Dog', students were able to provide a factual account of the story based on the pictures with almost no supporting details. For 'Things I Do After School', 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.

### David's Dog (3ERW1 / 3ERW2 Part 4)

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

**Part 4**  
 You are writing a story about David and his dog.  
 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.

play      badminton / throw / run

cannot see / find

## Student Exemplar 1

One day David and my dad  
go to Joy Park play.  
David and dad play badminton throw  
run.  
They cannot find the dog.  
They find the dog in the  
car.

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

## Student Exemplar 2

[David and his dog went to joy park Dad. Dad and David played badminton together and David's dog ran after a ball.] And then David's dog went missing! [At the end David found his dog.]

**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: *missing, found*
- .... Writes short and simple sentences: *David and his dog went to joy park...David's dog ran after a ball.*
- ~ Uses a limited range of cohesive devices: *and*
- ▲ Makes some grammatical mistakes: *David and his dog went to joy park Dad Dad and David...*
- Makes one spelling mistake: *than (then)*

**Things I Do After School (3ERW3 Part 4)**

In this writing task, students were asked to write about the things they did after school 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: *went, together*
- .... Writes short and simple sentences: *After school in 3:30 I went to the swimming pool...I felt happy.*
- ~ Uses a limited range of cohesive devices: *and, Then*
- ▲ Makes some grammatical mistakes: *I got ther by bus and swim ther with my firend...Then I had a dinner with my family together.*
- Makes some spelling mistakes: *ther (there), firend (friend)*



## Student Exemplar 4

The image shows a handwritten student response on lined paper. The text is: "[I leave my school at 3:05 p.m.] [When I leave my school, I will go to park] I go there on foot. [I jogging in the park. At 3:30 p.m, I will go home]". There are four boxes labeled '1' with arrows pointing to specific parts of the text: the first box points to 'I leave my school at 3:05 p.m.', the second to 'When I leave my school, I will go to park', the third to 'I go there on foot', and the fourth to 'I jogging in the park'. Surrounding the text are four question bubbles: 'What time do you leave school?' (top center), 'Where do you go after school?' (top right), 'How do you get there?' (bottom left), and 'What activities do you do after school?' (bottom right). Each bubble is accompanied by a small illustration: a swimming pool and park for the first bubble, a school building for the second, a train for the third, and children playing for the fourth.

**Content:**

- 1 Provides brief and relevant ideas to the questions

**Language:**

- ◆◆ Uses a limited range of vocabulary: *on foot, jogging*
- .... Writes short and simple sentences: *I leave my school at 3:05 p.m...I go to there on foot.*
- Uses a limited range of cohesive devices: *When*
- ▲ Makes some grammatical mistakes: *When I leave my school, I will go to park...I jogging in the park.*



## Primary 3 Speaking

Students were randomly selected to participate in the speaking assessment. Given the small sample size, no attempt was made to report results of schools in terms of the percentage of students achieving basic competency in speaking. That said, a descriptive summary of the overall performance levels of students is available in the ‘General Comments on Primary 3 Student Performances’ Section.

## Good Performance of Primary 3 Students in 2019

### Primary 3 Listening

#### Good Performance in Listening Tasks

Students with good performance were able to:

- discriminate a small range of vowel sounds

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

#### Discriminating a Small Range of Vowel Sounds

- The more able students were able to discriminate vowel sounds ‘a’, ‘i’, ‘o’ and ‘u’. They could identify the name of Tom’s primary school as ‘*Fan Wa Primary School*’ from ‘*Fin Wa Primary School*’, ‘*Fon Wa Primary School*’ and ‘*Fun Wa Primary School*’ (3EL2/3 Part 2 Q.2).

### Primary 3 Reading

#### Good Performance in Reading Tasks

Students with good performance were able to:

- recognise key words related to daily life experiences
- understand the connection between ideas using cohesive devices

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

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

- The more able students were able to recognise key words related to daily life experiences about *feelings*. When asked how Tom felt when Father Bear made a big fire, the students could recognise the key word ‘comfortable’ in the story.

4. How does Tom feel when Father Bear makes a fire?

- ☒ A. comfortable
- ☐ B. hungry
- ☐ C. cold
- ☐ D. happy

3ERW3 Part 3 Q.4

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

- The more able students could understand the connection of ideas linked by 'and' in a story. They were able to identify that Sally kissed Alice when she went home by referring to the story '*She goes home and gives Alice a big kiss.*'
8. Read lines 14 – 15. What does Sally do when she goes home?
- A. She kisses Alice.
  - B. She reads a book to Alice.
  - C. She learns to walk.
  - D. She takes out her dance shoes.
- 3ERW1/2 Part 3 Q.8

**Primary 3 Writing**

For '*David's Dog*', students with good writing skills were able to provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent. For '*Things I Do After School*', students were able to provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

**David's Dog (3ERW1 / 3ERW2 Part 4)****Student Exemplar 5**

[Yesterday, David and his dad went to Joy Park to play.]  
 They play badminton. Dad hit very high and Tom can hit it. Very good. Tom? Dad said.  
 [When they rest, they found that David's dog had gone away. They found it?]

Annotations:
 

- 1: Points to the start of the first sentence.
- 1: Points to the start of the second sentence.
- 1: Points to the start of the third sentence.
- 1: Points to the start of the fourth sentence.
- 2: Points to the start of the fifth sentence.

Illustrations:
 

- Joy Park sign and a boy with a dog.
- Two boys playing badminton.
- A boy looking confused with a question mark above his head.

**Content:**

- 1 Provides a story with some supporting details
- 2 Provides an ending to the story

**Language:**

- ◆ Uses a small range of vocabulary: *Yesterday, hit, high, found*
- .... Uses a small range of sentence patterns: *Yesterday, David and his dad went to Joy Park to play... "Very good, Tom", Dad said..., they found that David's dog had gone away.*
- Uses a small range of cohesive devices: *and, when*
- ▲ Makes a few grammatical mistakes: *...Dad hit very high and Tom can hit it... When they rest...*

## Student Exemplar 6

[One day, Dad, David and his dog went to Joy Park to play badminton]

[When they just started to play David's dog ran away and they didn't notice]

[They can't see his dog anywhere, so they <sup>must</sup> went to find it.]

[At last, they found the dog in the grass bushes and they went home happily.]

**Content:**



- 1 Provides a story with some supporting details
- 2 Provides an ending to the story

**Language:**

- ◆ Uses a small range of vocabulary: *notice, anywhere, bushes, happily*
- .... Uses a small range of sentence patterns: *...When they just started to play, David's dog ran away and they didn't notice...At last, they found the dog in the grass bushes...*
- Uses a small range of cohesive devices: *and, When, so*
- ▲ Makes a few grammatical mistakes: *...They can't see his dog anywhere, so they must went to find it.*

**Things I Do After School (3ERW3 Part 4)****Student Exemplar 7**

How do you get there?

e.g.  



What time do you leave school?

Things I Do After School



The things I do after school is doing homework, [I travel MTR to home with my parents] [Before I do homework, I go to the park and play thirty minutes] I leave school at a quarter past three. On Wenesday, I have art lessons. [I'm very happy because I can do what I love.]

How do you feel? Why?

Where do you go after school?

e.g.  

What activities do you do after school?

e.g.  

**Content:**

1

Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆ Uses a small range of vocabulary: *travel, parents, thirty minutes*
- .... Uses a small range of sentence patterns: *Before I do homework, I go to the park and play thirty minutes...I'm very happy because I can do what I love.*
- Uses a small range of cohesive devices: *and, because*
- ▲ Makes a few grammatical mistakes: *The things I do after school is doing homework. I travel MTR to home with my parents .....*
- Makes one spelling mistake: *Wenesday (Wednesday)*

## Student Exemplar 8

What time do you leave school?



Where do you go after school?

How do you get there?



How do you feel? Why?

[At twelve o'clock, it is time to leave the school.] [When I came back home, me, my little sister and my helper went to the park with us.] We took a bus to the park. [The park was big and fun.] [When it was time to leave, I thought today was a happy day.]

**Content:**

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

**Language:**

- ◆ Uses a small range of vocabulary: *it is time, little, helper, fun*
- ... Uses a small range of sentence patterns: *We took a bus to the park... When it was time to leave, I thought today was a happy day.*
- ~ Uses a small range of cohesive devices: *When, and*
- ▲ Makes a few grammatical mistakes: *When I came back home, me, my little sister and my helper went to the park with us.*
- Makes one spelling mistake: *twevle (twelve)*

## Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

### Reading Aloud

- Students with good performance were able to read a short text fluently and clearly with appropriate pausing and intonation. They made very few or no pronunciation mistakes. Students could also express appreciation, admiration, emotions and enjoyment when reading these texts:

My classmates are nice too! (3ES01)

It can go very fast! (3ES03)

Reading is fun! (3ES07)

It is yummy! (3ES11)

### 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 naturally and readily 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 clearly and readily with very few pronunciation mistakes.

## General Comments on Primary 3 Student Performances

### Primary 3 Listening

- Students could identify key words in both conversations and stories. They were able to follow the conversations between speakers and the development of the story.
- Students were able to identify key words on familiar topics (e.g. places). They could also identify key words related to daily life experiences (e.g. toys).
- Students were able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand ideas in the spoken texts linked by 'because'.
- Students were able to understand basic differences in intonation when speakers were happy, surprised, excited, sad and worried.
- Students were able to discriminate words with a small range of consonant sounds.

### Primary 3 Reading

- Students were able to recognise key words on familiar topics (e.g. people, pets) and those related to daily life experiences (e.g. hobbies, public transport). With the help of



straightforward contextual clues and pictorial cues, students were able to get the correct answers.

- Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could understand the causal relationship of ideas. Students could also understand the connection of ideas in notes.
- Students could understand the connection between ideas by following pronoun references in diaries and stories.
- With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in stories.

### Primary 3 Writing

- There were two writing tasks in the three sub-papers. For '*David's Dog*', students were given word prompts 'play', 'badminton / throw / run' and 'cannot see / find' for the three pictures and were asked to write a story about what happened when David went to Joy Park with his dog. They were also asked to provide an ending to the story. Students were generally able to write a factual account of the story with an ending. The description was quite clear. Students were familiar with the topic 'in the park' and provided relevant ideas related to the pictures.
- In '*Things I Do After School*', students were asked to write about what they did after school. Question prompts were given to help students write: '*What time do you leave school?*', '*Where do you go after school?*', '*How do you get there?*', '*What activities do you do after school?*' and '*How do you feel? Why?*'. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear. However, some students provided irrelevant ideas in their writing: *Tom go to school by bus. He felt happy in the school. Tom play football*. This indicated that they did not understand the writing topic correctly.

#### David's Dog

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

- Students were in general able to write a short story based on the pictures using the word prompts 'play', 'badminton' and 'cannot see / find': *David is with his Dad and his dog They are going to Joy Park. Then, David and his dad played badminton. Someone throw a ball and the dog ran. In the end, David and his dad cannot see or find the dog. They were sad*. The description was quite clear.
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:
  - *Today, Peter and his father went to Joy Park to play. They also brought their dog, Daniel...They played badminton and other played volleyball. After two hours,*



*they cannot see Daniel! They find everywhere but they can't find Daniel. Suddenly, Daniel came back!...Lastly, they went home happily.*

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

- Students were able to provide a brief ending to the story:
  - *We lose the dog.*
  - *We go to the dog. We are happy.*
  - *Dog go to home.*
  - *They can't find the dog. David feel unhappy.*
  - *The dog ran back with ball. They are happy.*
- The more capable students were able to end the story with some supporting details.  
For example:
  - *Our dog was in our home! We were so surprised and happy.*
  - *Then Dad followed some footprints and went to a slide. At last, they found the dog and they were happy.*
  - *The next day, the police called us said, 'Hello, we have find your dog. Please go to Joy Park to get him back'. We were very happy.*

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

- Some students used the word prompts given in the first picture to write the story: *One day, David and his dog went to Joy Park to play badminton.*

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

- Students used a limited range of vocabulary in the story. The vocabulary was generally related to the topic: 'Today', 'happy', 'running', 'ball', 'where', 'find', 'unhappy', 'lose'. The sentences given were short and simple, e.g. 'Today, I, my dad and my dog play in the Joy Park...'.
  - Students were able to use cohesive devices to link ideas (e.g. *and*, *because*).
  - Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). Incorrect usage of prepositions, pronouns, singular and plural nouns was common among students. They also misspelled some common words.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *Today, David and his dad take their dog to Joy Park and want to play badminton. They go in there and start to play badminton. David throws the badminton. Their dog runs away. In the evening, dad says, 'David, we should go now.' Dad, I*

*cannot see our dog...At last, they find it in the grass. Dad and David say, 'Naughty doggy!' and they go home.*

### **Things I Do After School**

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

- Some students were able to write about what they did after school. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to tell the time they left school and where they went and what they did after school. They could also write about how they felt when doing the activities. Relevant and brief ideas were given:
  - *I go home do homework, then I went to the park by bus. I play football in the park. I feel very happy because It is fun and have a new friend.*
- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example: *'I usually leave school at half past three. I usually go back home, but sometimes to drawing class. I go there by car...I feel free when I go back home, and delighted when I go to drawing class because I really like drawing. I love the time after school.'*

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

- Students in general used a limited range of vocabulary in their writing. The vocabulary was related to the topic: 'doing homework', 'go to the park', 'swimming class', 'happy', 'draw pictures', 'play football' and 'like'. The sentences written by students were short and simple, e.g. 'I get there by bus.', 'I go park after school.', 'I feel happy because I can play with friends.'. Some students were able to link ideas using 'and' and 'because': 'I will goes home and do my homework and play piano.', 'I feel happy because I have a fun day.'.
- Students made some grammatical mistakes in tenses (e.g. subject-verb disagreement, errors in tenses, incorrect expressions). There were some errors in the usage of prepositions, singular and plural nouns by students. They also made some spelling mistakes in their writing.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *I usually go to the park but sometimes I go swimming. If it is raining, I stay at home and draw. I can also play board games with my sister.*
  - *My activity is drawing after school. I also watched YouTube in my i-pad and played some video games. I feel excited when I go home!*

## Primary 3 Speaking

### Reading Aloud

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Students were familiar with the topics. However, pausing and intonation were relatively weak for some students.
- Some common mistakes were found in students. They dropped end consonants in 'games', 'lessons', 'best', 'milk' and 'bread'. They were unable to pronounce blends in 'classmates', 'blue', 'flowers' and 'friends'. When reading the texts aloud, some students also mispronounced words such as 'nice', 'classmates', 'Then', 'beautiful', 'shoes', 'shopping', 'breakfast', 'drawing', 'every' and 'free'. Some students were unable to read words such as 'star' and 'Grandma'.
- Some students mispronounced 'kind' as 'king', 'play' as 'pay', 'bread' as 'break', 'milk' as 'mike', 'Ann' as 'Annie', 'car' as 'can' and 'Lee' as 'Lo'.

### Expression of Personal Experiences

- Many students were able to provide relevant responses to the questions from the oral examiners. The topics were related to their daily life experiences. Students were generally able to provide relevant answers to Wh-questions (e.g. 'Who is your best friend at school?', 'What is your favourite toy?', 'When do you read?').
- Some students had difficulty in answering some questions. They did not have the vocabulary to express their ideas. When asked 'What do you like to buy when you go shopping?' in 3ES11 (Shopping), some students were unable to provide an answer. Some students also hesitated when answering the questions 'What do you do at school?' in 3ES01 (Going to School), 'When do you play with it?' in 3ES03 (My Toy Car) and 'What is he/she good at?' in 3ES09 (My Class).
- Only the more able students could provide elaboration on their answers to questions such as 'What is your favourite subject? Why?' in 3ES01 (Going to School), 'What do you like to do with your best friend?' in 3ES09 (My Class) and 'Do you like to go shopping? Why / Why not?' in 3ES11 (Shopping).
- Some students could not distinguish question words like 'Where' and 'When'.

### Picture Description

- Students were in general able to provide natural and relevant responses based on the pictures. The topics were familiar to them. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. 'What is the girl doing?', 'How does the old man feel?', 'Where are John and his mum?', 'What time does Mum come home?').
- 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?'). When asked

*‘What is the girl doing?’* and *‘Is it right to do that? Why / Why not?’* in 3ES08 (*At Home*), students were unable to tell why it was not right for the girl to play with water in the kitchen.

- Students did not have the vocabulary to describe actions. Some were unable to respond to questions like *‘What is the man doing?’* in 3ES04 (*People in Happy Park*); they did not know how to say that the man was throwing the can on the ground due to a lack of vocabulary.
- Students also used inappropriate vocabulary items when answering questions. For example, when asked *‘What is the girl doing?’* in 3ES02 (*In the School Library*), some students said the girl was *‘looking a book’* instead of *‘reading a book’*.
- Only the more able students could provide elaboration on their answers. For example, when asked *‘What is the boy doing?’* and *‘Is it right to do that? Why / Why not?’* in 3ES10 (*On the Street*), the more able students could tell why it was not right for the boy to play computer games when crossing the road.

### **Overview of Primary 3 Student Performances in English Language in 2017-2019**

The percentage of students achieving Basic Competency in the last three years is provided in Table 7.9. Table 7.10 summarises the comparison.

**Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2017-2019**

Year	% of Students Achieving English Language Basic Competency
2017	81.1
2018	80.8
2019	79.8

Table 7.10 Overview of P.3 Student Performances in English Language in 2017-2019

Reading Year	2017	2018	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'or').</li> <li>Students were able to understand the connection of ideas in timetables and cards.</li> <li>Students in general were able to understand the connection between ideas by following pronoun references in a card/story.</li> <li>Students were able to predict the meaning of unfamiliar words in a card with the help of straightforward contextual clues and pictorial cues.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Students could understand the connection between ideas by following pronoun references in a story.</li> <li>With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. pets) and those related to daily life experiences (e.g. public transport). Contextual clues and pictorial cues were useful to students.</li> <li>Students could understand the connection between ideas linked or contrasted by cohesive devices 'and' and 'but'. They could also understand the connection of ideas in notes.</li> <li>Students could understand the connection of ideas by following pronoun references in diaries and stories.</li> <li>Students were able to predict the meaning of unfamiliar words in stories with contextual clues and pictorial cues.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of students in understanding the connection of ideas linked by 'and' in reading texts was unstable.</li> <li>Students' performance in 'Predicting the meaning of unfamiliar words' improved.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students could identify key words about activities in the poster.</li> <li>Only the more able students could understand the connection of ideas with causal relationship.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students could recognise key words about feelings.</li> <li>Only the more able students could understand the connection of ideas linked by 'and' in stories.</li> </ul>	

Year Writing	2017	2018	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Students were able to use cohesive devices to link or contrast ideas (e.g. 'then', 'and', 'but', 'because').</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Students were able to use cohesive devices such as 'then', 'and', 'because' to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In the writing task 'David's Dog', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>In 'Things I Do After School', students were generally able to respond to the questions with brief but relevant ideas.</li> <li>Students were able to use cohesive devices (e.g. 'and', 'because') to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to provide relevant ideas in the writing tasks. However, some students could only provide brief ideas in their writing.</li> <li>Some students could only use a limited range of vocabulary and sentence patterns in their writing. They made some grammatical and spelling mistakes.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Students made some grammatical mistakes (e.g. error in tenses) in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Students made some grammatical mistakes (e.g. subject-verb disagreement) in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still common in students' writing.</li> </ul>	

Listening Year	2017	2018	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Students were able to understand the connection between ideas using a small range of cohesive devices (e.g. and, but).</li> <li>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').</li> <li>Students were able to distinguish basic differences in intonation (e.g. happy, surprised).</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>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'.</li> <li>Students could distinguish a small range of initial consonants and vowel sounds (e.g. 'Jerry' from 'Kerry', 'Perry' and 'Terry').</li> <li>Students were able to understand basic differences in intonation when speakers were puzzled, scared and excited.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words related to daily life experiences (e.g. toys) and those on familiar topics (e.g. places) with the help of verbal and pictorial cues.</li> <li>Students were able to understand the connection of ideas using cohesive devices such as 'and' and 'but'. They could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students were able to discriminate words with a small range of consonant sounds (e.g. 'Tam' from 'Kam', 'Lam' and 'Yam').</li> <li>Students could understand basic differences in intonation when the speakers were happy, surprised and worried.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words on familiar topics related to daily life experiences in the spoken texts.</li> <li>Students were able to understand the connection between ideas using cohesive devices (e.g. and).</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Some students were unable to understand the connection between ideas when the ideas were connected by 'so'.</li> </ul>	<ul style="list-style-type: none"> <li>Students were unable to identify the connection of ideas contrasted by 'but' in the spoken text.</li> <li>Students with good performance could distinguish '50' from '5', '15' and '55'.</li> </ul>	<ul style="list-style-type: none"> <li>Students with good performance could distinguish a small range of vowel sounds (e.g. 'Fan' from 'Fin', 'Fon' and 'Fun').</li> </ul>	



Speaking Year		2017	2018	2019	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• In 'Reading Aloud', many students were able to read the text aloud fluently and clearly with very few pronunciation mistakes.</li> <li>• In 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions.</li> <li>• In 'Picture Description', many students were able to provide natural and relevant responses based on the pictures, despite a few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes.</li> <li>• For 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions.</li> <li>• In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation.</li> <li>• For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions.</li> <li>• In 'Picture Description', students were able to provide relevant responses based on the pictures. They were able to answer questions despite a few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. flowers) and they mispronounced some words (e.g. nice, classmates). Some students were relatively weak in pausing and intonation.</li> <li>• For 'Expression of Personal Experiences', some students were hesitant in responding to Wh-questions (e.g. 'What do you do at school?').</li> <li>• In 'Picture Description', some students did not have the vocabulary to describe actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were generally able to respond to questions with relevant answers related to personal experiences and the pictures.</li> <li>• Questions which required students to provide answers about their opinions on an action were challenging to some students.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', some students dropped end consonants for words like 'lessons' and 'sports'.</li> <li>• 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?').</li> <li>• 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?').</li> </ul>	<ul style="list-style-type: none"> <li>• 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'.</li> <li>• For 'Expression of Personal Experiences', students had difficulty in answering some questions (e.g. 'What does it look like?').</li> <li>• 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?').</li> </ul>	<ul style="list-style-type: none"> <li>• 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'.</li> <li>• For 'Expression of Personal Experiences', students had difficulty in answering some questions (e.g. 'What does it look like?').</li> <li>• 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?').</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. flowers) and they mispronounced some words (e.g. nice, classmates). Some students were relatively weak in pausing and intonation.</li> <li>• For 'Expression of Personal Experiences', some students were hesitant in responding to Wh-questions (e.g. 'What do you do at school?').</li> <li>• In 'Picture Description', some students did not have the vocabulary to describe actions.</li> </ul>	<ul style="list-style-type: none"> <li>• For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. flowers) and they mispronounced some words (e.g. nice, classmates). Some students were relatively weak in pausing and intonation.</li> <li>• For 'Expression of Personal Experiences', some students were hesitant in responding to Wh-questions (e.g. 'What do you do at school?').</li> <li>• In 'Picture Description', some students did not have the vocabulary to describe actions.</li> </ul>