

Results of Primary 3 English Language in Territory-wide System Assessment 2025

The percentage of Primary 3 students achieving English Language Basic Competency in 2025 is 83.2%.

Primary 3 Assessment Design

The assessment tasks for 2025 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 81 items and 96 score points scattered through three sub-papers for Listening and three sub-papers for Reading and Writing. Some items existed in different written sub-papers acting as inter-paper links. Each Listening sub-paper lasted approximately 20 minutes, and each Reading and Writing sub-paper 30 minutes. The speaking assessment comprised two components, ‘Reading Aloud and Expression of Personal Experiences’ as well as ‘Picture Description’, with four sub-papers for each component. The speaking assessment consisted of eight sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. These numbers include overlapping 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*
English Language					
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)	--	3(18)
Total	40(45)	40(45)	40(45)	--	81(96)
Speaking Assessment					
Reading Aloud	1(4)	1(4)	1(4)	1(4)	4(4)
Expression of Personal Experiences	1(4)	1(4)	1(4)	1(4)	4(4)
Picture Description (short answers and pronunciation)	1(6)	1(6)	1(6)	1(6)	4(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)		
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)
L1-S-3-P3BC (Short answers)	3ES01 – 3ES04 2(8)	3ES05 – 3ES08 2(8)
L3-S-1-P3BC (Picture description – pronunciation)	3ES02 & 3ES04 2(4)	3ES06 & 3ES08 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	Maggie's Kitten <i>3EL1 Part 1A / 3EL3 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	The New Cake Shop <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Open Day <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	At a Supermarket <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Danny In The Rain <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	A Thank You Card <i>3EL3 Part 1A</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
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	Drawing Competition <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Jenny's New Teachers <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	May and Alice <i>3ERW1 / 3ERW2 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Summer Party <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	My Grandpa <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Let's Clean Up the Zoo! <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	3
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	
TOTAL		3

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	Things I Do at My Favourite Festival <i>3ERW1 Part 4</i>	$\frac{1}{2}(3)$ $\frac{1}{2}(3)$
L2-W-3-P3BC L2-W-4-P3BC	Going to the Zoo <i>3ERW2 Part 4</i>	$\frac{1}{2}(3)$ $\frac{1}{2}(3)$
L2-W-3-P3BC L2-W-4-P3BC	My Favourite Time at School <i>3ERW3 Part 4</i>	$\frac{1}{2}(3)$ $\frac{1}{2}(3)$

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* and PD was comprised of *3ES02*, *3ES04*, *3ES06*, *3ES08*. 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: *Summer Holidays (3ES01)*, *On the Bus (3ES02)*, *English Week (3ES03)*, *At Recess (3ES04)*, *Playing with Friends (3ES05)*, *In the Park (3ES06)*, *A Day Out (3ES07)* and *Helping at Home (3ES08)*. A total of three sessions were conducted over the 1.5 days of assessment held on 8 and 9 May 2025. Descriptions of the speaking tasks are provided in Table 7.8.

Table 7.8 P.3 Speaking: Distribution of Tasks

Basic Competency	Descriptor	Task Description	No. of Items
L2-R-3-P3BC	Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly	Reading Aloud <i>3ES01</i> , <i>3ES03</i> , <i>3ES05</i> , <i>3ES07</i>	4 (RA + PE)
L1-S-3-P3BC	Providing short answers to short and simple questions	Expression of Personal Experiences <i>3ES01</i> , <i>3ES03</i> , <i>3ES05</i> , <i>3ES07</i>	
L3-S-1-P3BC	Pronouncing simple and familiar words comprehensibly	Picture Description <i>3ES02</i> , <i>3ES04</i> , <i>3ES06</i> , <i>3ES08</i>	4 (PD)
L1-S-3-P3BC	Providing short answers to short and simple questions		

Performance of Primary 3 Students Achieving Basic Competency in 2025

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:

<i>Tasks</i>	<i>Text Types</i>
Maggie's Kitten	Conversation
The New Cake Shop	Conversation
Open Day	Conversation
At a Supermarket	Conversation
Danny In The Rain	Story
A Thank You Card	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 connection of ideas with causal relationship
- understand basic differences in intonation and discriminate between common words with a small range of vowel and consonant sounds

Task Name: Maggie's Kitten (Conversation)

Task Content: Maggie talked to John about her new kitten.

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas contrasted by 'but'. They were able to identify that Maggie's kitten did not like playing with balls when they heard:

John: *Many cats like playing with balls. My cat likes that too.*

Maggie: *But my kitten doesn't.*

3. Maggie's kitten does not like playing with _____
- ☐ A. puppies
- ☒ B. balls
- ☐ C. John's cat
- ☐ D. Maggie

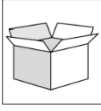
3EL1/3 Part 1A/1B Q.3

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

- Most students could identify key words on familiar topics, e.g. 'objects', with the help of straightforward verbal and pictorial cues. They were able to choose 'teddy bear' as the correct answer.

John: *Then what does it play with?*

Maggie: *I give it other things, for example, a bottle and a paper box. Its favourite toy is a teddy bear.*

4. The favourite toy of Maggie's kitten is a _____
- | | |
|---|---|
|  |  |
| ☐ A. | ☐ B. |
|  |  |
| ☐ C. | ☒ D. |

3EL1/3 Part 1A/1B Q.4

Understanding Basic Differences in Intonation

- Most students were able to understand that John was excited when they heard John saying *'That's great!'*

5. How does John feel?



● A.



○ B.



○ C.



○ D.

3EL1/3 Part 1A/1B Q.5

Task Name: The New Cake Shop (Conversation)**Task Content:** Maggie talked to her dad about a new cake shop.**Understanding the Connection of Ideas with Causal Relationship**

- The majority of students were able to understand the reason why Maggie liked the chocolate cakes in the new cake shop when they heard:

Maggie: ...*Chocolate cakes in many shops are very sweet, small or do not have any fruit. I like the chocolate cakes in this shop because they are yummy.*

2. Why does Maggie like the chocolate cakes in the new cake shop?

- A. They are very sweet.
 ○ B. They are small.
 ○ C. They do not have any fruit.
 ● D. They are yummy.

3EL1/2 Part 1B Q.2

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- The majority of students were able to identify key words on familiar topics such as 'prices'. They were able to identify that the chocolate cake in the new cake shop cost \$30 when they heard:

Dad: *How much is the chocolate cake in the new cake shop?*

Maggie: *It's thirty dollars.*

4. How much is the chocolate cake in the new cake shop?

- A. \$10
 ○ B. \$13
 ○ C. \$15
 ● D. \$30

3EL1/2 Part 1B Q.4

Task Name: Open Day (Conversation)

Task Content: Maggie talked to Uncle Tom about the Open Day.

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify the reason why Maggie's grandma stayed home when they heard:

Maggie: ... *Grandma stayed home because she was sick.*

3. Why did Maggie's grandma stay home?

- ☒ A. She was sick.
☐ B. She had no holidays.
☐ C. She liked to stay home.
☐ D. She did not like the Open Day.

3EL1 Part 2 Q.3

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

- Many students could recognise key words related to daily life experiences, e.g. 'time'. When asked about the time that the Open day started, students were able to choose '9:30 am' as the correct answer.

Maggie: ... *It started at nine thirty in the morning and finished at four fifteen in the afternoon.*

4. The Open Day started at _____.

- ☐ A. 9:00 am
☐ B. 9:15 am
☒ C. 9:30 am
☐ D. 4:15 pm

3EL1 Part 2 Q.4

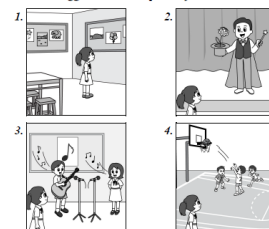
Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by 'also'. They were able to identify what Maggie did on the Open Day when they heard:

Uncle Tom: *What did you do?*

Maggie: *I watched a music show in the music room. I also watched a basketball match in the playground. My parents saw some paintings in the art room.*

5. What did Maggie do on the Open Day?



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

3EL1 Part 2 Q.5

Discriminating a Small Range of Initial Consonants

- The majority of students were able to discriminate initial consonants 'F', 'L', 'R' and 'T'. They could identify the man who did the magic was called 'Rimmy' instead of 'Fimmy', 'Limmy' and 'Timmy' (3EL1 Part 2 Q.7).

Task Name: At a Supermarket (Conversation)

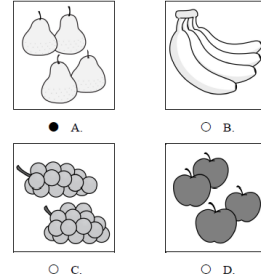
Task Content: Maggie talked to her grandpa about a supermarket.

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

- The majority of students could identify key words on familiar topics such as ‘fruits’ with straightforward verbal and pictorial cues. They were able to identify that Mum bought some pears at the supermarket when they heard:

Maggie: Mum bought me some pears yesterday.

2. What did Mum buy at the supermarket?



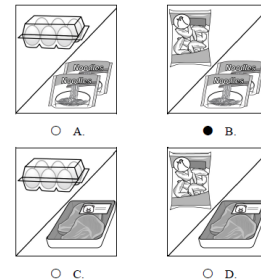
3EL2 Part 1A Q.2

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 food that Grandpa wanted to buy when they heard:

Grandpa: ... I want to buy some noodles and chicken wings.

4. Grandpa wants to buy



3EL2 Part 1A Q.4

Task Name: Danny In The Rain (Story)

Task Content: Maggie’s mum told Maggie a story. It was about what Danny did in the rain.

Discriminating a Small Range of Initial Consonants

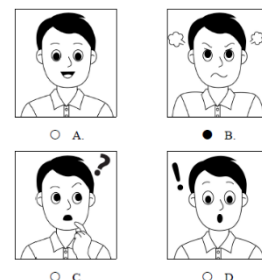
- The majority of students were able to discriminate initial consonants ‘G’, ‘K’, ‘N’ and ‘T’. They could identify that Danny’s sister was called ‘Tina’ instead of ‘Gina’, ‘Kina’ and ‘Nina’ (3EL2/3 Part 2 Q.1).

Understanding Basic Differences in Intonation

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

Susan’s mum: ... When they are going home, Dad says, “Bad boy!” ...

8. How does Dad feel?



3EL2/3 Part 2 Q.8

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students could identify key words on familiar topics related to some ‘activities’ with straightforward verbal cues. They were able to identify that Danny could not play football for a month when they heard:

Maggie’s mum: ... *Dad says, “Bad boy!” He does not let Danny play football for a month.*

9. Danny cannot _____ for a month.

- ☐ A. go out
- ☐ B. have a holiday
- ☒ C. play football
- ☐ D. talk to his sister

3EL2/3 Part 2 Q.9

Task Name: A Thank You Card (Conversation)

Task Content: Maggie talked to her dad about her thank you card.

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 that Maggie’s favourite teacher was ‘Miss Kong’ instead of ‘Miss Kang’, ‘Miss King’ and ‘Miss Kung’ (3EL3 Part 1A Q.1).

Understanding the Connection between Ideas Using Cohesive Devices

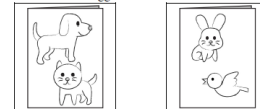
- Most students could understand the connection of ideas linked by ‘and’. They were able to identify the picture which showed the animals that Maggie could draw on the card when they heard:

Dad: *You can also draw some animals she likes.*

Does she like dogs or birds?

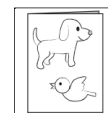
Maggie: *No, but she has a cat and a rabbit. I can draw these animals on the card too.*

5. What animals can Maggie draw on the card?



☐ A.

☐ B.



☐ C.

☒ D.

3EL3 Part 1A 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:

<i>Tasks</i>	<i>Text Types</i>
Drawing Competition	Poster
Jenny's New Teachers	Diary
May and Alice	Story
Summer Party	Poster
My Grandpa	Diary
Let's Clean Up the Zoo!	Story

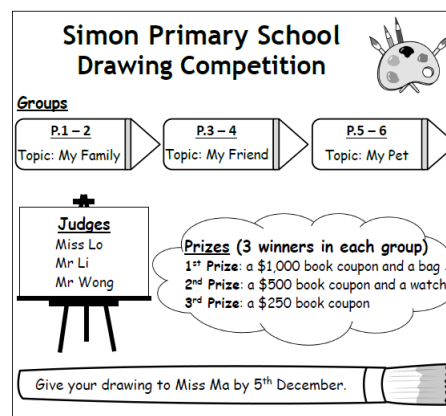
Performance of Primary 3 Students Achieving Basic Competency in Reading Tasks

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 connection between ideas with causal relationship
- understand the connection of ideas in the posters
- understand the connection of ideas by following pronoun references in the diaries and the story
- predict the meaning of unfamiliar words with contextual clues and pictorial cues in the stories

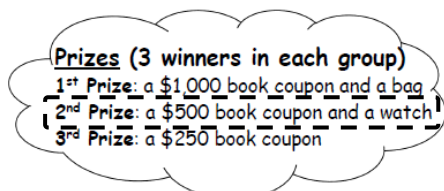
Task Name: Drawing Competition (Poster)

Task Content: Jenny read a poster at school.

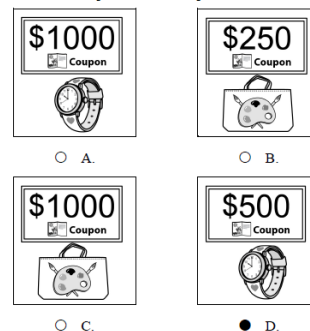


Understanding the Connection between Ideas Using Cohesive Devices

- Many students could understand the connection of ideas linked by 'and' in the poster. They were able to answer that the second prize for the competition was a \$500 book coupon and a watch by referring to the information in the poster:



3. What is the second prize for the competition?



3ERW1/3 Part 1 Q.3

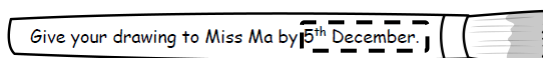
Recognising Key Words on Familiar Topics

- Most students could recognise key words on familiar topics, e.g. 'dates'. By referring to the poster, they were able to tell that students had to give their drawings to the teacher by 5th December.

5. Students have to give their drawings to the teacher by _____.

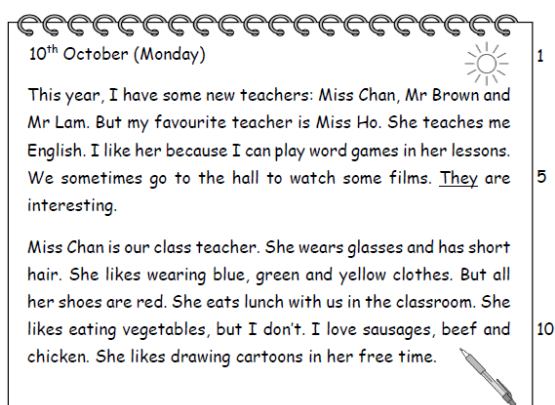
- ☐ A. 3rd December ☐ B. 4th December
☒ C. 5th December ☐ D. 6th December

3ERW1/3 Part 1 Q.5



Task Name: Jenny's New Teachers (Diary)

Task Content: Jenny wrote about her new teachers in her diary.



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

- Many students could understand the connection of ideas by following pronoun references in a diary. They were able to interpret ‘They’ as ‘some films’ by reading ‘*We sometimes go to the hall to watch some films. They are interesting.*’

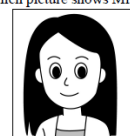
3. Read line 5. The word ‘They’ refers to _____.
- ☐ A. the new teachers ☐ B. word games
- ☐ C. the lessons ☒ D. some films

3ERW1 Part 2 Q.3

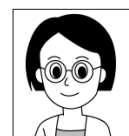
Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by ‘and’ in the diary. They were able to answer that Miss Chan wore glasses and had short hair by referring to the diary ‘*She wears glasses and has short hair.*’

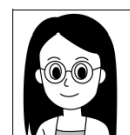
4. Which picture shows Miss Chan?



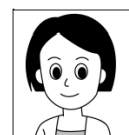
☐ A.



☒ B.



☐ C.



☐ D.

3ERW1 Part 2 Q.4

Task Name: May and Alice (Story)

Task Content: Jenny read a story about May and Alice.

<u>May and Alice</u> May and Alice are in the same class. Alice always has a lot of fun ideas and makes her classmates happy. She teaches <u>them</u> how to use pencils and rulers to draw pictures on their erasers. They all have fun. May tells Alice to draw on notebooks, but she does not listen. May knows Alice's birthday is next week. Today, she prepares a pink paper flower and a yellow birthday card. Then, she puts them in a big green box. She hides the box behind her blue school bag because she does not want Alice to know. At recess, Alice sees the box. She asks May to open it. May says, "This is my birthday gift for you. I plan to give it to you tomorrow." Alice is <u>pleased</u> and says, "Thank you! You are my good friend."	1 5 10 15
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Understanding the Connection between Ideas Using Cohesive Devices

- Many students could understand the connection of ideas contrasted by ‘but’ in a story. They were able to identify Alice did not listen to May by referring to the story ‘... *May tells Alice to draw on notebooks, but she does not listen.*’

3. Read lines 5 – 6. Alice does not _____.
- ☐ A. feel happy ☐ B. have fun
- ☐ C. help her classmates ☒ D. listen to May

3ERW1/2 Part 3 Q.3

Recognising Key Words Related to Daily Life Experiences

- Many students could recognise key words related to daily life experiences, e.g. 'time'. By referring to the story, students were able to tell that Alice's birthday was next week.

4. Alice's birthday is _____.

- ☒ A. next week
 ☐ B. this week
☐ C. today
 ☐ D. tomorrow

3ERW1/2 Part 3 Q.4

Understanding the Connection between Ideas with Causal Relationship

- Many students could understand the connection of ideas linked by 'because' in a story. They were able to identify the reason why May hid the box by referring to the story *'She hides the box behind her blue school bag because she does not want Alice to know.'*

7. Why does May hide the box?

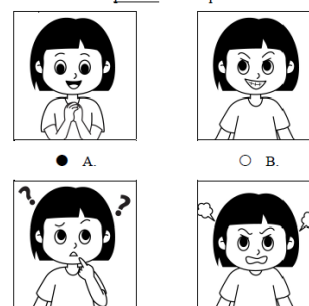
- ☐ A. Alice wants to open the box.
☒ B. She does not want Alice to know.
☐ C. She wants to have fun.
☐ D. The box is big.

3ERW1/2 Part 3 Q.7

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 'pleased' correctly with the help of the contextual clue *'Thank you! You are my good friend.'* and the pictorial cues given in the options.

8. Read line 14. Alice is pleased. Which picture shows this?



- ☒ A.
☐ B.
☐ C.
☐ D.

3ERW1/2 Part 3 Q.8

Task Name: Summer Party (Poster)

Task Content: Jenny read a poster at school.

Joyful Primary School Summer Party 6 th July 2025 (Sunday)	
Activities:	
Face Painting Time: 10 am - 11 am Place: Activity Room Teacher: Miss Lee	Magic Show Time: 1:30 pm - 2:30 pm Place: School Hall Teacher: Mr Lo
Making Paper Fans Time: 11:30 am - 12:30 pm Place: Art Room Teacher: Miss Lee	Songs and Dance Time: 2 pm - 3 pm Place: Music Room Teacher: Mr Yu
Free orange juice and cookies	
Come and join us! See Miss Wong in Room 101.	

Recognising Key Words on Familiar Topics

- The majority of students could recognise key words on familiar topics such as ‘activities’. By referring to the poster, students were able to tell that Jenny could join Songs and Dance if she liked singing.

3. Jenny likes singing. She can join _____.

- ☐ A. Face Painting ☐ B. Magic Show
☐ C. Making Paper Fans ☒ D. Songs and Dance

3ERW2 Part 1 Q.3

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by ‘and’ in the poster. They were able to answer that Jenny could get cookies and orange juice as free gifts by referring to the information in the poster:

4. What free gifts can Jenny get?

- 1) a painting 2) cookies
 3) hats 4) orange juice
☐ A. 1 and 2 ☐ B. 1 and 3
☒ C. 2 and 4 ☐ D. 3 and 4

3ERW2 Part 1 Q.4

**Task Name: My Grandpa (Diary)**

Task Content: Jenny wrote about her grandparents in her diary.

1st June (Monday)

I live with my parents in a tall building in Kowloon. My parents are 38 years old. Grandma is 64. Grandpa is 72. My grandparents live in a stone house because it is big. My parents and I visit them every Saturday and Sunday.

Each morning Grandpa does exercise in a park. In the afternoon, he goes home to read the newspaper. Then, he talks and plays chess with his friends and old classmates.

Grandma grows strawberries. I like to eat them, but she doesn't. She sells them to her neighbours every Friday. Sometimes she gives the strawberries to the dogs!

Recognising Key Words on Familiar Topics

- The majority of students could recognise key words on familiar topics such as ‘age’. By referring to the diary, students were able to tell that Grandpa was 72 years old.

1. Grandpa is _____ years old.

- ☐ A. 38 ☐ B. 64
☒ C. 72 ☐ D. 83

3ERW2/3 Part 2 Q.1

Understanding the Connection between Ideas with Causal Relationship

- The majority of students could understand the connection of ideas linked by ‘because’ in the diary. They were able to identify the reason why Jenny’s grandparents lived in the stone house by referring to the diary ‘*My grandparents live in a stone house because it is big.*’.

2. Why do Jenny’s grandparents live in the stone house?

- ☐ A. It is in Kowloon. ☒ B. It is big.
☐ C. They have no friends. ☐ D. It is near a park.

3ERW2/3 Part 2 Q.2

Task Name: Let’s Clean Up the Zoo! (Story)

Task Content: Jenny read a story about Ken the monkey.

<u>Let’s Clean Up the Zoo!</u>	1
Ken the monkey lives in a zoo. He does not like other animals to come near his home.	
Many people come to the zoo every day. <u>They</u> bring their lunchboxes and drinks, but they throw away their paper plates and paper spoons after lunch. They do not put them in the rubbish bins. Ken is sad.	5
At night, Donna the bear walks near Ken’s home with some bags. Ken is angry because Donna collects the rubbish near his home. Donna steps on a glass bottle and hurts her foot. She cannot walk.	10
Ken tells other animals to help Donna. The horse, elephant and panda come, but Tom the tiger cannot. He is ill. Then, Sam the <u>camel</u> joins them. He has four long legs and a very long neck. He carries the rubbish on his back.	15
Now the zoo is clean. Ken is happy.	

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 ‘They’ as ‘*many people*’ by reading ‘*Many people come to the zoo every day. They bring their lunchboxes and drinks...*’.

2. Read line 4. The word ‘They’ refers to _____.

- ☐ A. other animals ☒ B. many people
☐ C. the lunchboxes ☐ D. the drinks

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 Ken was angry by referring to the story ‘*Ken is angry because Donna collects the rubbish near his home.*’.

4. Why is Ken angry?

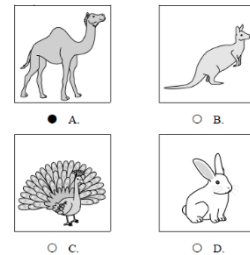
- ☐ A. Donna breaks her bags.
☐ B. Donna cannot walk.
☒ C. Donna collects the rubbish near his home.
☐ D. No one helps Donna.

3ERW3 Part 3 Q.4

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

- With the help of contextual clues and pictorial cues, many students were able to predict the meaning of unfamiliar words in the story. They could predict the meaning of the unfamiliar word ‘camel’ correctly with the help of the contextual clues ‘*He has four long legs and a very long neck.*’ and the pictorial cues given in the options.

7. Read lines 14 – 15. Which picture shows a camel?



3ERW3 Part 3 Q.7

Primary 3 Writing**Design of Writing Papers**

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

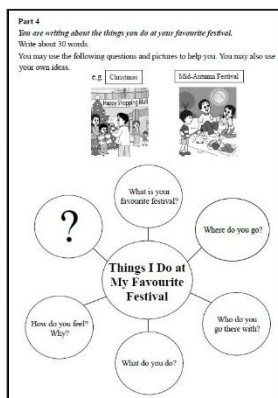
<i>Tasks</i>	<i>Text Types</i>
Things I Do at My Favourite Festival	Personal Description
Going to the Zoo	Story
My Favourite Time at School	Letter

Performance of Primary 3 Students Achieving Basic Competency in Writing Tasks

In general, students understood the task requirements in the writing tasks. For ‘*Things I Do at My Favourite Festival*’ and ‘*My Favourite Time at 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 the writing tasks. For ‘*Going to the Zoo*’, students were able to provide a factual account of the story based on the pictures with almost no supporting details.

Things I Do at My Favourite Festival (3ERW1 Part 4)

In this writing task, students were asked to write about things they did at their favourite festival with the help of prompts.

**Student Exemplar 1**

Things I Do at My Favourite Festival

[My favourite festival is Mid-Autumn Festival.]

[I woke up at nine o'clock. After eating meal,

I watch TV at three o'clock to four o'clock.

At night, I play with lanterns and eat moon cake, look at the moon.] I felt very delighted.

What is your favourite festival?

What do you do?

How do you feel? Why?

Content:

- 1 Provides brief and relevant ideas to the questions

Language:

- ◆ Uses a limited range of vocabulary: *woke up, meal, watch TV, night, play, eat, moon cake, look, moon, felt*
- Writes short and simple sentences: *My favourite festival is Mid-Autumn Festival. I woke up at nine o'clock.*
- ~ Uses a limited range of cohesive devices: *After, and*
- ▲ Makes some grammatical mistakes: *I watch TV at three o'clock to four o'clock. ... I play with lanterns and eat moon cake, look at the moon.*
- Makes one spelling mistake: *lanterns* (lanterns)

Student Exemplar 2

Things I Do at My Favourite Festival

Where do you go? → I go to the park with my family. → Who do you go there with?

What do you do? → We looking the moon because the moon is very big. → How do you feel? Why?

Then we eat the mooncake in there. We feel tired but very happy.

Content:

- 1 Provides brief and relevant ideas to the questions

Language:

- ◆◆ Uses a limited range of vocabulary: *park, family, moon, big, eat, mooncake, feel, tired, happy*
- Writes short and simple sentences: *I go to the park with my family. ... Then we eat the mooncake in there.*
- Uses some cohesive devices: *because, Then, but*
- ▲ Makes some grammatical mistakes: *We looking the moon ... Then we eat the mooncake in there.*
- ◆ Misses a punctuation mark: *Today is Mid-Autumn Festival(.)*

Going to the Zoo (3ERW2 Part 4)

In this writing task, students were asked to write a story about Sue and her dad based on the given pictures.



Student Exemplar 3

1 [Today, Sue and her dad is going to Happy Zoo to see the pandas.] →

1 [They took the bus, in the bus they took photos of Sue.] →

1 [They went to the Zoo and it was closed Sue and her dad was sad.] →

2 [At last they watched TV at home, they watched cartoon.] →

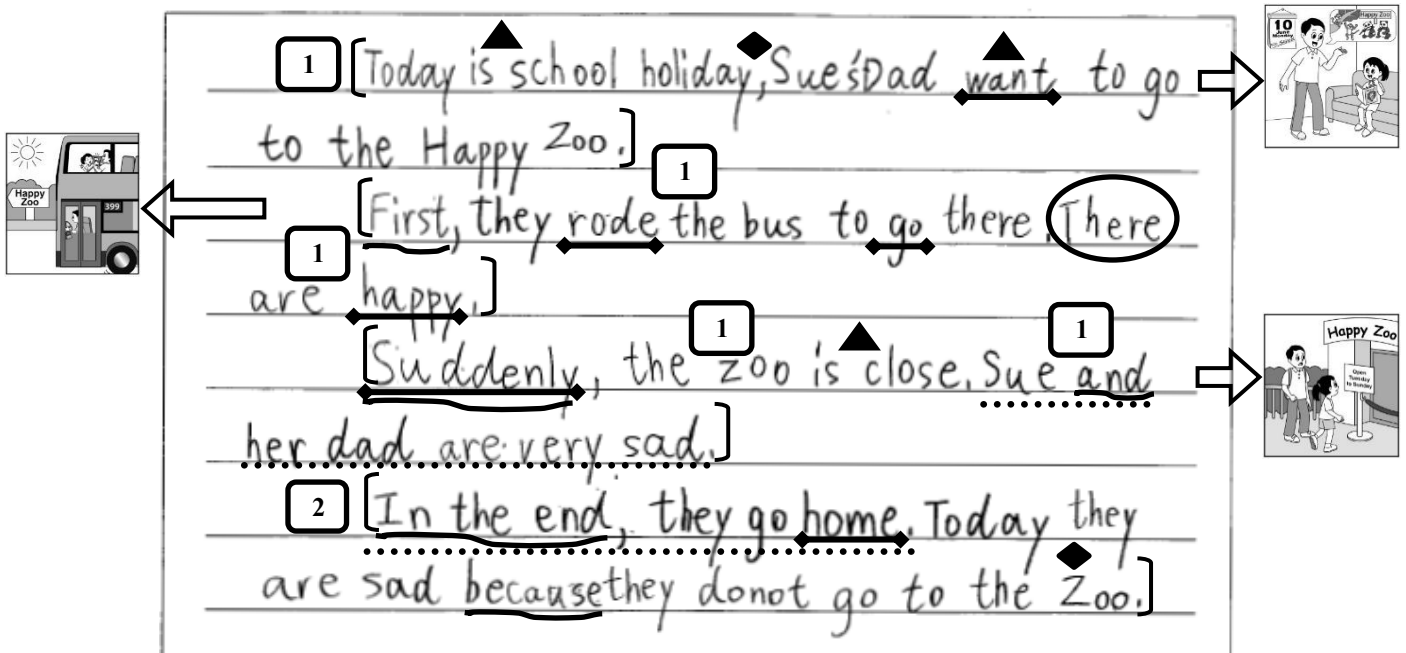
Content:

- 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, pandas, took, watched, cartoon*
- Writes short and simple sentences: *At last they watched TV at home, they watched cartoon.*
- Uses a limited range of cohesive devices: *and, At last*
- ▲ Makes some grammatical mistakes: *Today Sue and her dad is going to Happy Zoo to see the pandas...in the bus they took photos of Sue.*
- ◆ Uses wrong capitalisation and punctuation mark / misses punctuation marks: ‘,’ (‘.’), Zoo (zoo), ...it was closed (.), At last(,), ‘they’ (‘They’)

Student Exemplar 4



1 [Today is school holiday, Sue's Dad want to go to the Happy Zoo.] 1

1 [First, they rode the bus to go there. There are happy.] 1

1 [Suddenly, the zoo is close. Sue and her dad are very sad.] 1

2 [In the end, they go home. Today they are sad because they donot go to the Zoo.]

Content:

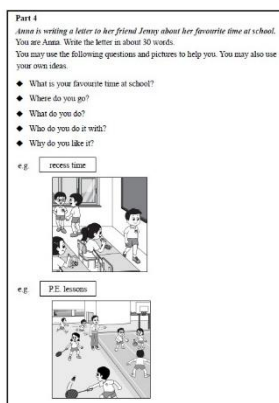
- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

Language:

- ◆ Uses a limited range of vocabulary: *want, rode, go, happy, Suddenly, home*
- Writes short and simple sentences: *Sue and her dad are very sad. ... In the end, they go home.*
- ~ Uses a small range of cohesive devices: *First, Suddenly, and, In the end, because*
- ▲ Makes some grammatical mistakes: *Today is school holiday, Sue's Dad want to go to the Happy Zoo. ... Suddenly, the zoo is close.*
- Makes a spelling mistake: *There (They)*
- ◆ Uses wrong capitalisation and punctuation mark: *',' ('. '), Zoo (zoo)*

My Favourite Time at School (3ERW3 Part 4)

In this writing task, students were asked to write about their favourite time at school with the help of prompts.



Student Exemplar 5

17th June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

[My favorite time is recess time at school. Sometimes I go to the playground and sometimes I stay in the classroom. I share snacks. I play games with my good friends. It is because that games is fun, I like it.] Do you like play games with friends? I like.

What is your favourite time at school? 1

Where do you go? 1

Who do you do it with? 1

What do you do? 1

Why do you like it? 1

Content:

1

Provides brief and relevant ideas to the questions

Language:

- ◆ Uses a limited range of vocabulary: *Sometimes, stay, classroom, share, snacks, games, friends, fun*
- Writes short and simple sentences: *My favorite time is recess time at school. ...I play games with my good friends.*
- ~ Uses a limited range of cohesive devices: *and, because*
- ▲ Makes some grammatical mistakes: *It is because that games is fun, I like it. Do you like play games with friends? I like.*
- Makes one spelling mistake: *play groud (playground)*
- ◆ Uses a wrong punctuation mark: *',' (':')*

Student Exemplar 6

17th June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

What is your favourite time at school? → [At recess time, We ate some cokies, candes. It was yummy, we talked to the friends too.] → What do you do?

Who do you do it with? → [After the recess, we had P.E. lessons. we ran. We played bedminten, we played basket ball too, I liked to play it bedminten so I played it with my friends. It is fun but hot.] → Why do you like it?

1 1 1 1 1 1 1 1 1 1

Content:

- 1 Provides brief and relevant ideas to the questions

Language:

- ◆ Uses a limited range of vocabulary: *ate, yummy, talked, friends, ran, played, fun*
- Writes short and simple sentences: *It was yummy, ... we ran.*
- Uses some cohesive devices: *too, After, so, but*
- ▲ Makes some grammatical mistakes: *It was yummy, we talked to the friends too.*
- Makes some spelling mistakes: *cokies (cookies), candes (candies), bedminten (badminton), basket ball (basketball)*
- ◆ Uses wrong capitalisation and punctuation mark: *We (we), ‘ ’ (‘ ’)*

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 2025

Primary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- discriminate a small range of ending 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 Ending Sounds

- The more able students were able to discriminate ending sounds ‘m’, ‘p’, ‘t’ and ‘z’. They could identify the name of the shopping centre as ‘*Bip Bip Supermarket*’ from ‘*Bim Bim Supermarket*’, ‘*Bit Bit Supermarket*’ and ‘*Biz Biz Supermarket*’ (3EL2 Part 1A Q.1).

Primary 3 Reading

Good Performance in Reading Tasks

Students with good performance were able to:

- follow the pronoun references
- 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.

Following Pronoun References

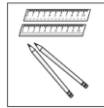
- In reading the story about May and Alice, the more able students could interpret ‘them’ as ‘*Alice’s classmates*’ by reading ‘*Alice always has a lot of fun ideas and makes her classmates happy. She teaches them how to use pencils and rulers to draw pictures on their erasers.*’.

1. Read line 4. The word ‘them’ refers to _____.
- ☐ A. May and Alice ☒ B. Alice’s classmates
- ☐ C. pencils ☐ D. erasers

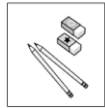
3ERW1/2 Part 3 Q.1

Understanding the Connection between Ideas Using Cohesive Devices

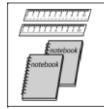
- The more able students could understand the connection of ideas linked by ‘and’ in the story. They were able to answer that Alice used pencils and rulers to draw pictures by referring to the story ‘*She teaches them how to use pencils and rulers to draw pictures on their erasers.*’.

2. Read lines 4 – 5. What does Alice use to draw pictures?
- 

☒ A.



☐ B.



☐ C.



☐ D.

3ERW1/2 Part 3 Q.2

Primary 3 Writing

In terms of content, for ‘*Things I Do at My Favourite Festival*’ and ‘*My Favourite Time at School*’, students with good performance were able to provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent. For ‘*Going to the Zoo*’, they were able to provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent. In terms of language, they were able to use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

Things I Do at My Favourite Festival (3ERW1 Part 4)**Student Exemplar 7**

What is your favourite festival?

Where do you go?

Who do you go there with?

What do you do?

How do you feel? Why?

Things I Do at My Favourite Festival

1 My favourite festival is Christmas. On that day my family and I went to the mall. We bought a lot of things.

1 When we were done shopping, we went to see the Christmas lights. It was very beautiful.

1 Then it was dinner time, so we went home. When we got back home, my mum made a homemade apple pie. It was so yummy.

1 Now it is bed time. I felt so happy today because I had a lot of fun with my family.

Content:

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

Language:

- ◆ Uses a small range of vocabulary: *family, bought, done shopping, Christmas lights, beautiful, dinner time, went home, got back home, made, homemade apple pie, yummy, bed, happy, today, fun*
- Uses a small range of sentence patterns: *When we were done shopping, we went to see the Christmas lights, ... I felt so happy today because I had a lot of fun with my family.*
- ~ Uses some cohesive devices: *and, When, Then, so*
- ▲ Makes a few grammatical mistakes: *...when went got back home, my mum made a homemade pie, ...*
- Makes one spelling mistake: *becaue (because)*
- ◆ Uses wrong capitalisation and punctuation mark: *‘,’ (‘.’), on (On), we (We), when (When), it (It)*

Student Exemplar 8

Things I Do at My Favourite Festival

My favorite festival is Christmas, because Santa will deliver gifts for me. I go to my friends house to celebrate Christmas Eve. I go there with my mom, dad and my sister, We always sing the Christmas Carol in the night. We always have a big feast in the night, It felt amazing. [And sometimes I even will stay there for sleepover!]

Where do you go?

Who do you go there with?

What is your favourite festival?

What do you do?

How do you feel? Why?

Content:

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

Language:

- ◆ Uses a small range of vocabulary: *Santa, deliver, gifts, celebrate, Christmas Eve, Christmas Carol, big, feast, sleepover*
- Uses a small range of sentence patterns: *My favourite festival is Christmas, because Santa will deliver gifts for me. ... I even will stay there for sleepover!*
- Uses a limited range of cohesive devices: *because, and*
- ▲ Makes a few grammatical mistakes: *We always sing the Christmas Carol in the night. We always have a big feast in the night, It felt amazing ...*
- ◆ Uses wrong capitalisation and punctuation mark / misses punctuation marks: *friends (friends'), ' ('.), we (We), Carol (carol), '...in the night' ('...at night. '), '... amazing' ('... amazed.')*

Going to the Zoo (3ERW2 Part 4)**Student Exemplar 9**

[Today is Sue's school holiday so she does not go to school today. Her dad says 'let's go to Happy zoo this afternoon.' 'ok' Sue says.]

[In the afternoon, they go to Happy Zoo by bus. Dad takes a lot of photos.]

[They arrived at Happy Zoo at 2:00 p.m.]

Sue run to Happy Zoo, fastly but the Zoo closed. She feel sad.

[In the end, they go home and watch TV and eat ice lolly together. They feel happy now.]

**Content:**

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

Language:

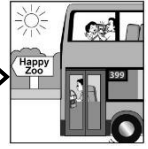
- ◆ Uses a small range of vocabulary: *Today, afternoon, arrived, run, feel, watch TV, eat, ice lolly, together, happy*
- Uses a small range of sentence patterns: *Today is Sue's school holiday so she does not go to school today.*
- Uses some cohesive devices: *so, but, In the end, and*
- ▲ Makes a few grammatical mistakes: *Sue run to Happy Zoo fastly but the Zoo closed. She feel sad. ... watch TV and eat ice lolly together.*
- ◆ Uses wrong capitalisation / misses a punctuation mark: *says (.), let's (Let's), Happy zoo (Happy Zoo), ... this afternoon(.), OK(!)*

Student Exemplar 10



The Zoo Day 1

[Today Sue's dad said "Today is a school holiday, so we are going to Happy Zoo!", Sue replied "Thank you dad!", so they hopped on a bus and took some photos on the way there and it was the perfect weather so it will not rain. When they arrived to Happy Zoo it was closed because the zoo only opens on Tuesday to Sunday, they were very dissapointed because they were so excited. At the end they just went to the mall to eat lunch and go shopping. The next time they go to Happy Zoo they learned to always check the day the zoo opens.]

**Content:**

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

Language:

- ◆ Uses a small range of vocabulary: *Today, replied, hopped, perfect, weather, arrived, excited, check*
- Uses a small range of sentence patterns: ... *they hopped on a bus and took some photos on the way there.*
- Uses a small range of cohesive devices: *so, and, When, because, At the end*
- ▲ Makes a few grammatical mistakes: ...*on the way there. and it was the perfect weather so it will not rain. When they arrived to Happy Zoo it was closed because the zoo only opens on Tuesday to Sunday, ... The next time they go to Happy Zoo they learned to always check the day the zoo opens.*
- Makes one spelling mistake: *dissapointed (disappointed)*
- ◆ Uses wrong capitalisation / misses a punctuation mark: *said (,), replied (,), When they arrived to Happy Zoo(,), ' ('. '), they (They)*

My Favourite Time at School (3ERW3 Part 4)**Student Exemplar 11**

17th June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

1 [My favourite time at school is recess time. It is 1
 1 a perfect time to play with friends and sharing
 snack. At recess time, I love to go to the 1
 canteen to buy snacks. I go there with my 1
 friend, Lilly, she is a very kind girl. We eat
 yummy fishballs and scrumptious fried-egg everytime.
 I hope you may vist Hong Kong. ;

What is your favourite time at school?

Why do you like it?

Where do you go?

Who do you do it with?

What do you do?

Content:

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

Language:

- ◆ Uses a small range of vocabulary: *perfect, sharing, snack, canteen, kind, yummy, fishballs, scrumptious*
- Uses a small range of sentence patterns: *It is a perfect time to play with friends ...*
At recess time, I love to go to the canteen to buy snacks.
- Uses a limited range of cohesive devices: *and*
- ▲ Makes a few grammatical mistakes: *It is a perfect time to play with friends and sharing snack.*
- Makes some spelling mistakes: *fried-egg (fried egg), vist (visit)*
- ◆ Uses wrong capitalisation and punctuation mark: *‘ ’ (‘.’), she (She)*

Student Exemplar 12

17th June 20XX

Dear Jenny,

How are you? Let me tell you about my favourite time at school.

My favourite time at school is recess, because I can attend a lot of different recess activities. Sometimes I go to the Art-room to draw, sometimes I just eat my snacks with my friends near the Firefly Stage. I also like to do many different sports during recess because it is fun and helps me stay healthy.

What's your favourite time of school? Write to me soon!

Annotations:

- What is your favourite time at school? → 1
- Where do you go? → 1
- Why do you like it? → 1
- What do you do? → 1
- Who do you do it with? → 1

Content:

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

Language:

- ◆ Uses a small range of vocabulary: *attend, different, activities, Sometimes, draw, eat, snacks, friends, near, Stage, during, fun, helps, stay healthy*
- Uses a small range of sentence patterns: *My favourite time at school is recess, because I can attend a lot of different recess activities. ... I also like to do many different sports during recess because it is fun and helps me stay healthy.*
- Uses some cohesive devices: *because, also, and*
- ▲ Makes one grammatical mistake: *What's your favourite time of school?*
- Makes one spelling mistake: *Art-room (Art Room)*

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 excitement and appropriate emotions when reading these texts:

Summer Holidays (3ES01)

English Week (3ES03)

Playing with Friends (3ES05)

A Day Out (3ES07)

Expression of Personal Experiences

- Students with good speaking skills could provide relevant answers to most of the questions. They were able to give some elaboration on their answers and 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. 'prices'). They could also identify key words related to daily life experiences (e.g. 'time').
- Students were able to understand the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand ideas in the spoken texts linked by 'because'.
- Students were able to understand basic differences in intonation when speakers were excited and angry.
- 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. ‘age’, ‘dates’) and those related to daily life experiences (e.g. ‘time’). 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 in the diary and the stories.
- Students could understand the connection of ideas by following pronoun references in the diaries and the story.
- Students could predict the meaning of unfamiliar words with contextual clues and pictorial cues in the stories.

Primary 3 Writing

- There were three writing tasks in the three sub-papers. For ‘*Things I Do at My Favourite Festival*’, students were asked to write about things they do at their favourite festival. Question prompts were given to help students write: ‘*What is your favourite festival?*’, ‘*Where do you go?*’, ‘*Who do you go there with?*’, ‘*What do you do?*’ 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.
- In ‘*Going to the Zoo*’, students were given word prompts ‘school holiday’, ‘bus / photos’ and ‘closed / sad’ for the three pictures and were asked to write a story about Sue and her dad. 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 and provided relevant ideas related to the pictures.
- In ‘*My Favourite Time at School*’, students were asked to write about their favourite time at school. Question prompts were given to help students write: ‘*What is your favourite time at school?*’, ‘*Where do you go?*’, ‘*What do you do?*’, ‘*Who do you do it with?*’ and ‘*Why do you like it?*’. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.

Things I Do at My Favourite Festival

Providing Ideas Based on the Question Prompts

- Students were in general able to write about things they do at their favourite festival. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to describe what their favourite festival was,

where they went to, who went there with them and what they did at their favourite festival. They could also write about how they felt and why. Relevant and brief ideas were given:

- *I go to the park. I go to the park with my family. I ate some moon cake and look at the moon. I felt happy.*
- 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:
 - *My favourite festival is Christmas. I went to Happy shopping mall. I went there with my family. I took a picture with my mum and get a lot of toys. I felt tired but glad. And then I saw my friend and she saw me too and we took a picture together. It is so fun and we laugh together...*

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, e.g. ‘mooncake’, ‘play’, ‘lanterns’ ‘Christmas tree’ and ‘moon’. The sentences written by students were short and simple, e.g. ‘I go with my Dad and Mom.’, ‘I play with lanterns and eat moon cake.’, ‘I felt happy.’. Some students were able to link ideas using ‘and’ and ‘because’, e.g. ‘I ate some moon cake and look at the moon.’, ‘I feel happy because I can buy my favourite toy.’.
- Students made some grammatical mistakes in their writing. There were some errors in the use of verb forms, e.g. ‘We are go to eat some food.’. They also made some spelling mistakes in their writing, e.g. ‘gives (gifts)’, ‘humburger (hamburger)’, ‘verey’ (very)’.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
 - *I always go to shopping mall to eat lunch, because it always has a delicious buffet.*
 - *I like Christmas, I can’t wait for the next Christmas!*

Going to the Zoo

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 ‘school holiday’, ‘bus / photo’ and ‘closed / sad’. The description was quite clear:
 - *Today is Sue school holiday. Her dad want to take her to Happy Zoo. First, they by bus to Happy Zoo, on the bus they take some photos. Then, they go on Happy zoo but it closed, so they are sad. ...*
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:

- *It took 1 hour to go there.*
- *Sue loves animals. Dad wants to bring Sue to the Happy Zoo to give her a surprise.*

Providing an Ending to the Story

- Students were able to provide a brief ending to the story:
 - *They go home and watch TV. They feel happy.*
 - *Then they go to the cinema and watch the movie about animals.*
 - *In the end, they go shopping and buys a lion toy to play at home together.*
- The more capable students were able to end the story with some supporting details. For example:
 - *In the end, they go home and watch TV and eat ice lolly together. They feel happy now.*
 - *Dad says, 'The Happy Zoo closed, but we can go to eat hotpot.' Sue says, 'Yes, I like eat hotpot.' Then they go to eat hot pot.*
 - *At the end they just went to the mall to eat lunch and go shopping. The next time they go to Happy Zoo they learned to always check the day the zoo opens.*

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, e.g. 'today', 'home', 'together', 'felt', 'watch', 'movie', 'excited'. The sentences given were short and simple, e.g. 'Today is school holiday, Sues' Dad want to go to the Happy Zoo.'
- Students were able to use cohesive devices to link ideas (e.g. *First, and, because, but, then, In the end*).
- Students made some grammatical mistakes in their writing. There were some errors in the use of singular and plural nouns, e.g. 'They took a photos.'. Incorrect use of prepositions was common among students, e.g. 'The zoo open on Tuesday to Sunday.'. They also misspelled some common words, e.g. 'thing (think)', 'buy bus (by bus)', 'agin (again)'. Literal translation from Chinese was also found in some writing, e.g. 'We by 399 bus to Happy Zoo.'
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
 - *After that, they are in the bus, later, they see Happy Zoo so Dad helps Sue to take a photos, but sadly, the zoo doesn't open today, Sue feel very sad. ...*

My Favourite Time at School

Providing Ideas Based on the Question Prompts

- Students were in general able to write about their favourite time at school. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were

quite clear. They were able to describe their favourite time at school, what they did and who did the activity with them. They could also write about how they felt and why. Relevant and brief ideas were given:

- *My favourite time at school is recess time because I love to eat snacks. I always stay in the classroom. I always talk to Ken. I like it because of this.*
- 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:
 - *Last week, we played hunters and animals. First, we choose hunters and they will chase the animals we had so much fun.*
 - *My favourite time at school is PE lessons, our teacher is very nice and always play tag with us. ...We usually go to the playground to play, but sometimes we go to the hall and gym room.*

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, e.g. 'eat', 'run' 'talk', 'yummy', 'friends' and 'fun'. The sentences written by students were short and simple, e.g. 'We like make models.', 'I chat with him.', 'I stay in the classroom.'. Some students were able to link ideas using 'and', 'but' and 'because', e.g. 'I talk and eat sweets with my friends.', 'I like to play football because it is fun.'.
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, incorrect expressions). For example, 'In recess time, I with my friend talk to and eating sweets.'. They also made some spelling mistakes in their writing, e.g. 'helpfull (helpful)', 'tolilet (toilet)', 'bedminten (badminton)'.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
 - *We always go to the playground but if it rains we will go to the hall.*
 - *We start the PE lessons by doing some exercise first then we will play basketball, tennis, running and football.*

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 the ending sounds in words in plural form, such as ‘*holidays*’ (3ES01) and ‘*classmates*’ (3ES05). When reading the texts aloud, some students also mispronounced multisyllabic words such as ‘*butterflies*’ (3ES07).
- Some students mispronounced ‘*photos*’ as ‘*potato*’ (3ES07).

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. ‘*What do you do?*’ (3ES01) and ‘*Who is your best friend?*’ (3ES05)).
- Some students had difficulty answering some questions. They had a limited range of vocabulary to express their ideas. When asked ‘*When do you have the summer holidays?*’ (3ES01), some students could not answer the months of the year for having the summer holidays. Some students also hesitated when answering the questions ‘*What school activities do you have?*’ (3ES03) and ‘*Where does he or she live?*’ (3ES05).
- Only the more able students could provide elaboration on their answers to questions such as ‘*Do you like the summer holidays? Why / Why not?*’ (3ES01) and ‘*How do you feel?*’ (3ES03).
- Some students found the topics *School Activities* (3ES03) and *School Outings* (3ES07) difficult. They could not tell the names of the school activities and when they had those school activities. They were also unable to name the places they visited during the school outings.

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 this girl doing?*’ (3ES04) and ‘*How do they feel?*’ (3ES06)).
- Students were in general able to answer questions of what the people in the pictures are going to say (e.g. ‘*What does this man say to the girl?*’ (3ES02)). More able students showed creativity in their answers.

- Students did not have the vocabulary to describe actions. Some were unable to respond to questions like ‘*What is this girl doing?*’ (3ES02). They did not know how to say that the girl was giving her seat to the old man due to a lack of vocabulary. When asked ‘*What is this boy doing?*’ (3ES06), some students responded ‘the boy go on the tree’ instead of ‘the boy is climbing up the tree’.
- Some students also used inappropriate collocations when answering questions. For example, when asked ‘*What is John doing?*’ (3ES08), they responded ‘wash the floor’ instead of ‘mop the floor’. When asked ‘*What does his brother want to do?*’ (3ES08), they responded ‘wash the glass’ instead of ‘clean the windows’.

Overview of Primary 3 Student Performances in English Language in 2023, 2024 and 2025

The percentage of students achieving Basic Competency in 2023, 2024 and 2025 is provided in Table 7.9. Table 7.10 summarises the comparison.

Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2023, 2024, 2025

Year	% of Students Achieving English Language Basic Competency
2023	79.5
2024	78.7
2025	83.2

Table 7.10 Overview of P.3 Student Performances in English Language in 2023, 2024 and 2025

Reading \ Year	2023	2024	2025	Remarks
Strengths	- Students were able to recognise key words on familiar topics (e.g. 'subjects') and those related to daily life experiences (e.g. menus). Contextual clues and pictorial cues were useful to students. - Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'too'. They could also understand the connection of ideas in a menu. - Students could understand the connection of ideas by following pronoun references in letters and stories.	- Students were able to recognise key words on familiar topics (e.g. 'days of the week') and those related to daily life experiences (e.g. 'feelings'). Contextual clues and pictorial cues were useful to students. - Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand the connection of ideas in advertisements. - Students could understand the connection of ideas by following pronoun references in notes and the story (<i>3ERW1/3 Part 3</i>).	- Students were able to recognise key words on familiar topics (e.g. 'age') and those related to daily life experiences (e.g. 'time'). Contextual clues and pictorial cues were useful to students. - Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could also understand the connection of ideas linked by 'because' in the diary and the stories. - Students could understand the connection of ideas by following pronoun references in the diaries and the story (<i>3ERW3 Part 3</i>). - Students could predict the meaning of unfamiliar words with contextual clues and pictorial cues in the stories.	- Students' performance in predicting the meaning of unfamiliar words improved. - Performance of students in understanding the connection of ideas by following pronoun references was unstable.
Weaknesses	- Only the more able students could recognise key words related to daily life experiences about time in the story. - Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues.	- Only the more able students could understand the connection of ideas by following pronoun references in the story (<i>3ERW2 Part 3</i>). - Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues.	- Only the more able students could understand the connection between ideas using cohesive devices 'and' in the story (<i>3ERW1/2 Part 3</i>). - Only the more able students could understand the connection of ideas by following pronoun references in the story (<i>3ERW1/2 Part 3</i>).	

Year Writing	2023	2024	2025	Remarks
Strengths	- In the writing task 'Naughty Susan', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. - In 'My Favourite Toy', students were generally able to respond to the questions with brief but relevant ideas. - In 'My Favourite Animal', students were generally able to provide relevant ideas using the prompts (e.g. what their favourite animal looked like and why they liked it). - Students were able to use cohesive devices (e.g. 'and', 'because', 'when') to link ideas.	- In the writing task 'My Family Time At Weekends', students were generally able to provide relevant ideas using the prompts (e.g. what they did with their family at weekends, where they went to and how they got there). - In 'At the Zoo', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. - In 'My Favourite School Activity', students were generally able to respond to the questions with brief but relevant ideas. - Students were able to use cohesive devices (e.g. 'and', 'but', 'because') to link ideas.	- In the writing task 'Things I Do at My Favourite Festival', students were generally able to provide relevant ideas using the prompts (e.g. what their favourite festival was and what they did at the festival). - In 'Going to the Zoo', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. - In 'My Favourite Time at School', students were generally able to respond to the questions with brief but relevant ideas. - Students were able to use cohesive devices (e.g. 'and', 'then', 'because') to link ideas.	- Students were able to provide relevant but brief ideas in the writing tasks. - Some students could only use a limited range of vocabulary and sentence patterns in their writing. - Grammatical and spelling mistakes were common among students.
Weaknesses	- Only the more able students were able to provide ideas with some supporting details. - Spelling mistakes were evident among students. - Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still commonly found in students' writing.	- Only the more able students were able to provide ideas with some supporting details. - Spelling mistakes were common among students. - Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) 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. subject-verb disagreement) in their writing.	

Year Listening	2023	2024	2025	Remarks
Strengths	- Students could identify key words related to daily life experiences (e.g. 'months') and those on familiar topics (e.g. 'age') with the help of verbal and pictorial cues. - Students were able to identify the connection between ideas using cohesive devices (e.g. 'and'). They could also understand the causal relationship of ideas linked by 'because'. - Students were able to discriminate words with a small range of consonant sounds (e.g. 'Jumbo' from 'Dumbo', 'Mumbo' and 'Rumbo'). - Students could distinguish basic differences in intonation (e.g. surprised, excited, sad.)	- Students could identify key words related to daily life experiences (e.g. 'time') and those on familiar topics (e.g. 'fruits') with the help of verbal and pictorial cues. - Students were able to identify the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand the causal relationship of ideas linked by 'because'. - Students were able to discriminate words with a small range of consonant sounds (e.g. 'Bon Bon' from 'Fon Fon', 'Hon Hon' and 'Ron Ron'). - Students could understand basic differences in intonation when the speakers were excited, worried and angry.	- Students could identify key words related to daily life experiences (e.g. 'time') and those on familiar topics (e.g. 'prices') with the help of verbal and pictorial cues. - Students were able to identify the connection between ideas using cohesive devices such as 'and', 'but' and 'also'. They could also understand the causal relationship of ideas linked by 'because'. - Students were able to discriminate words with a small range of consonant sounds (e.g. 'Rimmy' from 'Fimmy', 'Limmy' and 'Timmy'). - Students could understand basic differences in intonation when the speakers were excited and angry.	- Students could identify key words on familiar topics in the spoken texts. - Students were able to understand the connection between ideas using cohesive devices (e.g. and, but).
Weaknesses	- Students with good performance could distinguish a small range of vowel sounds (e.g. 'Mona' from 'Mana', 'Mena' and 'Mina'). - Students with good performance could distinguish '\$15' from '\$20' and '\$50'.	Students with good performance could distinguish a small range of vowel sounds (e.g. 'Mippy' from 'Mappy', 'Moppy' and 'Muppy').	Students with good performance could distinguish a small range of ending sounds (e.g. 'Bip Bip Supermarket' from 'Bim Bim Supermarket', 'Bit Bit Supermarket' and 'Biz Biz Supermarket').	

Year Speaking	2023	2024	2025	Remarks
Strengths	- 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 majority of the questions. - In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes.	- For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. - 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 most of the questions despite a few pronunciation mistakes.	- For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few mistakes in pronunciation. - For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. - In 'Picture Description', students could give appropriate responses to the questions despite a few pronunciation mistakes.	- Although students could read the short text in 'Reading Aloud', they still dropped the final consonant at the end of the words frequently. - Lack of vocabulary still hindered students from responding to questions in 'Expression of Personal Experiences' and 'Picture Description'.
Weaknesses	- For 'Reading Aloud', students dropped end consonants for words like 'comes' and 'games'. Some students were relatively weak in pausing and intonation. - For 'Expression of Personal Experiences', some students had difficulty answering some questions (e.g. 'What do you do in the lesson?'). - In 'Picture Description', some students had a limited range of vocabulary to describe actions (e.g. 'What is the boy doing?').	- For 'Reading Aloud', students dropped the final consonant at the end of the words like 'lunch' and 'sports'. Some students were relatively weak in pausing and intonation. - For 'Expression of Personal Experiences', some students had difficulty answering some questions (e.g. 'What do you usually eat for lunch?'). - In 'Picture Description', some students had difficulty giving reasons for their answers (e.g. 'Why does this girl cover her ears?').	- For 'Reading Aloud', students dropped the ending sounds in words in plural form such as 'holidays' and 'classmates'. Some students were relatively weak in pausing and intonation. - For 'Expression of Personal Experiences', some students were hesitant in responding to some questions (e.g. 'What school activities do you have?'). - In 'Picture Description', some students did not have the vocabulary to describe actions (e.g. 'What is this girl doing?').	