

Results of Primary 6 English Language in Territory-wide System Assessment 2025

The percentage of P.6 students achieving English Language Basic Competency in 2025 is 70.2%.

Primary 6 Assessment Design

The assessment tasks for 2025 P.6 English Language were based on the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 2 (Primary 6)*, 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, and were designed in accordance with the learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.6 written assessment comprised a total of 123 items and 141 score points, distributed across three Listening sub-papers and three Reading and Writing sub-papers. Some items appeared in different written sub-papers, acting as inter-paper links. Each Listening sub-paper lasted approximately 30 minutes, and each Reading and Writing sub-paper 50 minutes. The speaking assessment comprised two components, ‘Reading Aloud and Teacher-Student Interaction’ and ‘Presentation’, with four sub-papers in each component. The speaking assessment consisted of eight sub-papers. The number of items in the various sub-papers is summarised in Table 7.11a. These numbers include several overlapping items that appeared in more than one sub-paper to enable the equating of test scores. The composition of the P.6 written sub-papers is provided in Table 7.11b and that of the Speaking sub-papers is given in Table 7.11c.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
English Language					
Written Assessment					
Listening	28(28)	28(28)	28(28)	--	56(56)
Reading	32(32)	32(32)	32(32)	--	64(64)
Writing	1(7)	1(7)	1(7)	--	3(21)
Total	61(67)	61(67)	61(67)	--	123(141)
Speaking Assessment					
Reading Aloud	2(4)	2(4)	--	--	4(4)
Teacher-Student Interaction	2(7)	2(7)	--	--	4(7)
Presentation	2(10)	2(10)	--	--	4(10)

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

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

Written Assessment			
Basic Competency	No. of Items (Score Points)		
Listening	6EL1	6EL2	6EL3
	28(28)	28(28)	28(28)
Reading	6ERW1	6ERW2	6ERW3
	32(32)	32(32)	32(32)
Writing	6ERW1	6ERW2	6ERW3
	1(7)	1(7)	1(7)

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

Speaking Assessment		
Basic Competency	No. of Items (Score Points)	
L3-R-3-P6BC (reading aloud)	6ES01 & 6ES03 2(8)	6ES05 & 6ES07 2(8)
L3-S-3-P6BC (ideas)	6ES01 – 6ES04 4(16)	6ES05 – 6ES08 4(16)
L3-S-4-P6BC (language use)	6ES01 – 6ES04 4(12)	6ES05 – 6ES08 4(12)
L4-S-1-P6BC (pronunciation)	6ES02 & 6ES04 2(6)	6ES06 & 6ES08 2(6)

Primary 6 Listening Items

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

Table 7.12 P.6 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L3-L-1-P6BC	Discriminating between words with a range of vowel and consonant sounds	4
L4-L-2-P6BC	Understanding the use of a small range of language features in simple literary / imaginative spoken texts	6
L4-L-3-P6BC	Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	46
TOTAL		56

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-L-1-P6BC L4-L-3-P6BC	A Flood <i>6EL1 Part 1A / 6EL3 Part 1B</i>	Multiple choice	6(6)
L4-L-3-P6BC	At a Restaurant <i>6EL1 Part 1B</i>	Blank filling	6(6)
L4-L-2-P6BC L4-L-3-P6BC	My New Computer <i>6EL1 / 6EL3 Part 2</i>	Multiple choice	6(6)
L3-L-1-P6BC L4-L-2-P6BC L4-L-3-P6BC	The Story of an Inventor <i>6EL1 / 6EL2 Part 3</i>	Multiple choice	10(10)
L4-L-3-P6BC	School Announcements <i>6EL2 Part 1A</i>	Multiple choice	6(6)
L3-L-1-P6BC L4-L-3-P6BC	At a Restaurant <i>6EL2 Part 1B / 6EL3 Part 1A</i>	Multiple choice	6(6)
L4-L-2-P6BC L4-L-3-P6BC	Going to the Dentist <i>6EL2 Part 2</i>	Multiple choice	6(6)
L3-L-1-P6BC L4-L-2-P6BC L4-L-3-P6BC	Catching Thieves <i>6EL3 Part 3</i>	Multiple choice	10(10)

Primary 6 Reading Items

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

Table 7.14 P.6 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L3-R-5-P6BC	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	56
L3-R-6-P6BC	Applying simple reference skills with the help of cues	3
L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts	5
TOTAL		64

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L3-R-5-P6BC L4-R-4-P6BC	Rainbow Ice Cream <i>6ERW1 Part 1</i>	Multiple choice	7(7)
L3-R-5-P6BC L3-R-6-P6BC	Amazing Animals <i>6ERW1 / 6ERW2 Part 2</i>	Multiple choice	7(7)
L3-R-5-P6BC L3-R-6-P6BC	Letter Writers <i>6ERW1 Part 3</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	The Good Witch <i>6ERW1 / 6ERW3 Part 4</i>	Multiple choice	11(11)
L3-R-5-P6BC	Book Character Day <i>6ERW2 / 6ERW3 Part 1</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	My Neighbours <i>6ERW2 / 6ERW3 Part 3</i>	Multiple choice	7(7)
L3-R-5-P6BC L4-R-4-P6BC	A Study Tour <i>6ERW2 Part 4</i>	Multiple choice	11(11)
L3-R-5-P6BC L3-R-6-P6BC	Lemon Volcano <i>6ERW3 Part 2</i>	Multiple choice	7(7)

Primary 6 Writing Tasks

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

Table 7.16 P.6 Writing: Distribution of Items

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

Table 7.17 P.6 Writing: Item Description

Basic Competency	Item Description	No. of Items (Score Points)
L3-W-3-P6BC L3-W-4-P6BC	Going to the Museum <i>6ERW1 Part 5</i>	1(7)
L3-W-3-P6BC L3-W-4-P6BC	Family Baking Competition <i>6ERW2 Part 5</i>	1(7)
L3-W-3-P6BC L3-W-4-P6BC	My Dream Birthday Party <i>6ERW3 Part 5</i>	1(7)

Primary 6 Speaking Tasks

Each selected student attempted either ‘Reading Aloud and Teacher-Student Interaction’ or ‘Presentation’ in one of the eight sub-papers (each sub-paper was about five minutes in length including preparation time). Four sub-papers were allocated to each session, totalling two sessions of speaking assessment over two days. The sub-papers covered different topics: *Outdoor Learning Day (6ES01)*, *My Dream Holiday (6ES02)*, *My Hero (6ES03)*, *Tommy’s Choice (6ES04)*, *Goodbye Everyone (6ES05)*, *Animal Protection Day (6ES06)*, *Being Late (6ES07)* and *A Hiking Trip (6ES08)*. Descriptions of the speaking tasks are provided in Table 7.18.

Table 7.18 P.6 Speaking: Distribution of Tasks

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

Performance of Primary 6 Students Achieving Basic Competency in 2025

Primary 6 Listening

Design of Listening Papers

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

Task	Text Type
A Flood	News and Weather Report
At a Restaurant (Blank Filling)	Note and Message
My New Computer	Poem
The Story of an Inventor	Story
School Announcements	Announcement
At a Restaurant (Multiple Choice)	Note and Message
Going to the Dentist	Poem
Catching Thieves	Conversation

Performance of Primary 6 Students Achieving Basic Competency in Listening Tasks

Students achieving basic competency were able to:

- identify the sequence of events with the help of pictorial cues given as options
- understand the connection between ideas by identifying cohesive devices
- extract a specific piece of straightforward information
- identify rhymes
- interpret similes
- discriminate between words with a range of vowel and consonant sounds
- discriminate between intonations with the expression being explicitly presented
- listen for gist / main ideas

Task Name: A Flood (News and Weather Report)

Task Content: Maggie is listening to a news report about a flood and a weather update.

Understanding the Connection between Ideas by Identifying Cohesive Devices

- Most students were able to connect ideas by identifying the pronoun references when they heard the reporter say, 'Villagers had to leave their homes and go to a shelter. It was a difficult trip for them. They had to walk through flooded streets.' They could connect the pronoun 'It' refers to the difficult trip to the shelter, and the pronouns 'them' and 'they' refer to the villagers. They then concluded that going to the shelter was a difficult trip for the villagers because they had to walk through flooded streets.

4. How did the villagers go to the shelter?



☐ A. ☐ B.



☐ C. ☒ D.

6EL1 P1A/6EL3 P1B Q.4

Discriminating between Words with a Range of Vowel and Consonant Sounds

- The majority of students were able to recognise the initial consonant /klɪf/ in 'Cliff' as well as /bɪf/, /grɪf/ and /dʒɪf/.

1. Who is reading the news?

- ☐ A. Biff So
☒ B. Cliff So
☐ C. Griff So
☐ D. Jiff So

6EL1 P1A/6EL3 P1B Q.1

Task Name: At a Restaurant (Blank Filling) (Note and Message)

Task Content: Maggie is talking to a restaurant manager.

Extracting a Specific Piece of Straightforward Information

- The majority of students were able to extract the specific piece of straightforward information, '42170026' when they heard Maggie telling the manager her phone number.

5.

Customer's phone number: 4217 0026

6EL1 P1B Q.5

Task Name: My New Computer (Poem)

Task Content: Miss Tam is reading a poem called 'My New Computer' to her class.

Identifying Rhymes

- The majority of students were able to identify that 'day' and 'play' shared the same ending sound /eɪ/, and were a pair of rhyming words.
2. You will hear four words. Which word rhymes with 'day'?
- ☐ A. new
- ☐ B. films
- ☐ C. said
- ☒ D. play

6EL1/6EL3 P2 Q.2

Interpreting Similes

- Many students were able to interpret the meaning of the expression 'I was like a lion with no fear.' and understand that the writer was brave.
3. The writer thought he was _____.
- ☒ A. brave
- ☐ B. evil
- ☐ C. funny
- ☐ D. scary

6EL1 P2/6EL3 P2 Q.3

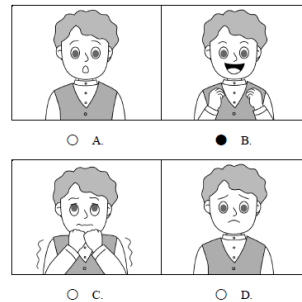
Task Name: The Story of an Inventor (Story)

Task Content: Miss Tam is telling a story about an inventor named Charlie to her students.

Discriminating between Intonations with the Expression Being Explicitly Presented

- Most students were able to discriminate between the expressions of shock, excitement, scare and sadness, and identify that Charlie was excited when he said, 'Someday I'll make something that everyone will find amazing!'.

3. How did Charlie feel?



6EL1/6EL2 P3 Q.3

Listening for Gist / Main Ideas

- A considerable number of students were able to follow the spoken text, and grasp the gist and identify the best title for the story.
10. What is the best title for the story?
- ☒ A. The Great Invention
- ☐ B. The Huge Village Fire
- ☐ C. The Proud Robot
- ☐ D. The Terrible Villagers

6EL1/6EL2 P3 Q.10

Task Name: School Announcements (Announcement)

Task Content: Maggie is listening to some announcements at school.

Extracting a Specific Piece of Straightforward Information

- Many students were able to extract the specific piece of straightforward information 'three' when they heard Mr Leung say *'Remember, you can sign up for no more than three events.'*

3. Students can join up to _____ events.

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

6EL2 P1A Q.3

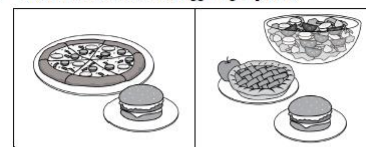
Task Name: At a Restaurant (Multiple Choice) (Note and Message)

Task Content: Maggie is talking to a restaurant manager.

Understanding the Connection between Ideas by Identifying Cohesive Devices

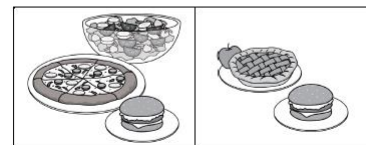
- The majority of students were able to understand the connection of ideas by identifying the cohesive devices 'and' and 'but'. They worked out what Maggie's group had ordered from *'We had four burgers and five pizzas. Oh! And a salad too!'* and *'We wanted to try your famous apple pie, but it was sold out.'*

3. What kinds of dishes did Maggie's group have?



☐ A.

☐ B.



☒ C.

☐ D.

6EL2 P1B/6EL3 P1A Q.3

Task Name: Going to the Dentist (Poem)

Task Content: Mr Lau is reading a poem called 'Going to the Dentist' to his class.

Extracting a Specific Piece of Straightforward Information

- Many students were able to extract the specific piece of straightforward information 'ate sweet food' when they heard Jimmy say *'I had cookies, cakes, or something else sweet.'*

1. The writer _____ at night.

- ☐ A. brushed his teeth
- ☒ B. ate sweet food
- ☐ C. loved to bake
- ☐ D. did not sleep

6EL2 P2 Q.1

Task Name: Catching Thieves (Conversation)

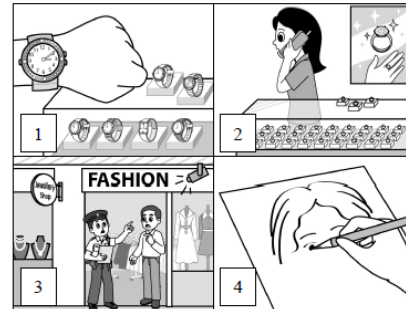
Task Content: Winnie, a shopkeeper, is reporting a theft to a police officer.

Identifying the Sequence of Events with the Help of Pictorial Cues Given as Options

- The majority of students were able to sequence the order of events regarding the theft with the help of pictorial cues, which were given as options based on the short, spoken text.

10. The following pictures are about the theft.

Put them in the correct order.



- A. 1 → 2 → 4 → 3
 ○ B. 3 → 4 → 1 → 2
 ○ C. 1 → 3 → 4 → 2
 ○ D. 4 → 2 → 3 → 1

6EL3 P3 Q.10

Primary 6 Reading**Design of Reading Papers**

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

Task	Text Type
Rainbow Ice Cream	Product Information
Amazing Animals	Encyclopaedia Entry
Letter Writers	Article
The Good Witch	Story
Book Character Day	Poster
My Neighbours	Poem
A Study Tour	Email
Lemon Volcano	Procedural Text

Performance of Primary 6 Students Achieving Basic Competency in Reading Tasks

Students achieving basic competency were able to:

- extract specific information
- grasp the gist

- identify details supporting the main idea
- interpret similes on familiar topics
- make simple inferences
- sequence events with the help of pictorial cues given as options
- understand the connection between ideas by identifying cohesive devices
- understand the use of onomatopoeia

Task Name: Rainbow Ice Cream (Product Information)

Task Content: Bella is reading about Rainbow Ice Cream on a website.

The screenshot shows a web browser window with the address bar displaying 'www.joyfulicecream.com.hk'. The website has a logo for 'Joyful Ice Cream' featuring an ice cream cone. The main heading is 'Rainbow Ice Cream' with the tagline 'a mix of delicious cherry, banana, melon and blueberry flavours'. Below this, there are icons for different sizes: Mini Cup, Single Scoop, and Family Pack, with their respective prices: \$30, \$38, and \$105. A starburst graphic on the right says 'FREE GIFT Spend \$100 from 18 to 20 July to get a shopping bag for FREE!'. A box below the sizes states 'THIS WEEK'S SPECIAL OFFER: (16-22 July) Buy 1 scoop and get 1 scoop FREE! (for the Sha Tin branch only)'. At the bottom, there is a 'Comments' section with four entries: Jimmy1234 (14 July 20XX) likes vanilla and chocolate; CoolChloe01 (2 July 20XX) is coming back; KatyLovesFood (28 June 20XX) finds it average; and HappyDave (19 June 20XX) complains that the ice cream melted and mixed together, suggesting it should be called 'Typhoon Ice Cream'.

Making Simple Inferences

- The majority of students were able to infer simple information that was not explicitly stated in the product information on the website. They could infer from 'Spend \$100 from 18 to 20 July to get a shopping bag for FREE' that Bella could get a gift if she bought 'Rainbow Ice Cream' on 19 July.
4. Bella can get a gift if she buys 'Rainbow Ice Cream' on _____.
☐ A. 14 July
☐ B. 16 July
☒ C. 19 July
☐ D. 22 July

6ERW1 P1 Q.4

Task Name: Amazing Animals (Encyclopaedia Entry)

Task Content: Bella is reading an encyclopaedia entry about amazing animals.

Amazing Animals

From the sea

The common octopus is a sea animal with eight arms, three hearts and blue blood. It is an intelligent animal that can solve puzzles and use tools. Moreover, it is a 'great escape artist'. When in danger, it shoots ink. This gives it a chance to escape. To hide itself, it can change its skin colour to match the environment. It has a soft body and can fit in small spaces too.



From the end of the Earth

The Arctic tern is a bird with narrow wings and a tail with two points. It is well known for having one of the longest flying journeys. It always follows the summer sun. Every year, before winter comes, it flies from the Arctic to Antarctica to enjoy summer in the south. When the season changes, it returns north to the Arctic. There, it often finds a suitable area to nest and take care of its babies.

Understanding the Connection between Ideas by Identifying Cohesive Devices

- Many students were able to connect the ideas by identifying the pronoun reference in the encyclopaedia entry. They could connect the pronoun '*This*' with '*shoots ink*', and concluded that '*shooting ink*' was the answer.

3. Read lines 5 – 6. 'This gives it a chance to escape.'
The word 'This' refers to _____.

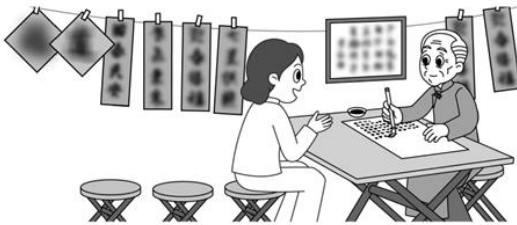
- ☐ A. changing its size
☐ B. losing an arm
☒ C. shooting ink
☐ D. using tools

6ERW1/6ERW2 P2 Q.3

Task Name: Letter Writers (Article)

Task Content: Bella is reading an article about letter writers.

<u>Letter Writers</u> In the old days, people used smoke and paintings to send messages. Now, we can contact others with our phones. We can also send emails. Before phones and computers were common, people kept in touch mostly by writing letters. Since many people in Hong Kong were not able to read or write in the past, they paid letter writers to help them. Letter writers played many roles. They wrote letters to family. They wrote love letters as well. They would listen carefully to what their customers wanted to say before writing. Besides writing letters, they also completed forms, read letters aloud, and wrote beautifully on red paper during festivals for their customers. At its <u>peak</u>, there were over forty letter writing stalls near the post office in Yau Ma Tei. Today, letter writers' main job is filling in forms for old people. This is because most people have learnt Chinese and English at school. They are also good at using phones and computers. Letter writers may become a memory of the past.	1 5 10 15
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Extracting Specific Information

- Many students were able to identify the ways that people in the old days contacted each other by locating the specific information '*people used smoke and paintings to send messages*'.
1. In the old days, people contacted each other by _____.
 - ☐ A. smoke and email
 - ☐ B. painting and phone
 - ☐ C. phone and email
 - ☒ D. smoke and painting

6ERW1 P3 Q.1

Task Name: The Good Witch (Story)

Task Content: Bella is reading a story about a witch named Serena who lived in a village.

Once upon a time, a witch named Serena moved to a small village. She lived in a house built of brick. There were many strange trees in her garden. Serena had a pointed nose and long curly hair. 'Look at her strange appearance! She must be a wicked witch!' the villagers whispered. 'I've heard wicked witches like to make bad things in their big iron pots.' Opposite to what the villagers thought, Serena was kind. She could cure sick plants and animals just by touching them. She could also mend broken things by saying magic words. Although Serena was good at magic, she was <u>like a mouse</u>. She did not feel confident and was scared to talk to others.	1 5 10	One day, an evil witch named Edith came to the village. She created a lot of trouble. With her magic, she damaged the villagers' ladders and hammers, and turned the plants black. Then, she walked near the horses. 'Neigh!' The horses suddenly became smaller. The villagers were frightened. Serena wanted to help. She used her magic words to fix the tools. She gently touched the horses. Soon, they became big again. After that, she turned the plants green. She broke all of Edith's evil magic. Edith was very angry but had to leave the village. She knew she could not win against Serena. The villagers found that they were wrong about Serena. From that day on, they became good friends with her and welcomed her to the village.	1 5 10
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Interpreting Similes on Familiar Topics

- Many students were able to interpret the simile '*like a mouse*' and understand that Serena was shy through the contextual clue '*She did not feel confident and was scared to talk to others.*'.

5. In line 10, 'like a mouse' means Serena was _____.

- ☒ A. shy
☐ B. wicked
☐ C. healthy
☐ D. confident

6ERW1/6ERW3 P4 Q.5

Understanding the Use of Onomatopoeia

- Many students were able to associate '*Neigh!*' with the contextual clue '*The horses suddenly became smaller.*' and concluded that it was the sound made by the scared horse in the story.

7. In line 4, 'Neigh!' is the sound made by the _____ horses.

- ☒ A. scared
☐ B. excited
☐ C. calm
☐ D. bored

6ERW1/6ERW3 P4 Q.7

Task Name: Book Character Day (Poster)

Task Content: Bella is reading a poster about Book Character Day at school.

Book Character Day
10th November 20XX

We hope this event will make you want to read more.
Join us and dress up as your favourite book character!



What You Can Wear and Bring:

- ✓ clothes that are comfortable and suitable for school
- ✓ shorts and dresses (knee length)
- ✓ face paint
- ✓ toy jewellery

- ✗ clothes with no sleeves
- ✗ clothes with scary themes
- ✗ objects used in fighting

Activities:

- ✧ **Readers' Theatre**
Everyone chooses a scene from his or her favourite book. Read and act it out during English lessons.
- ✧ **Story Time with Mr Jenkins**
Go to the library at recess and listen to some famous stories.
 - *The Magic Key* written by James Cheung
 - *Mrs Green's Trip to Space* written by Kelly Smith
- ✧ **Fashion Show**
The best-dressed students in each class will show their amazing costumes on the catwalk.

Best Dressed Student Award

Winner: a \$500 book coupon
2nd place: a book collection set
3rd place: a storybook

Note: Students who take part in the show will receive a small prize.



Grasping the Gist

- Many students were able to skim for the gist of the poster. They knew that the poster was about a school event.

7. This poster is about _____.

☒ A. a school event

☐ B. a recess activity

☐ C. school rules

☐ D. prizes for an award

6ERW2/6ERW3 P1 Q.7

16

Task Name: My Neighbours (Poem)

Task Content: Bella is reading a poem called 'My Neighbours' in the library.

My Neighbours	1
In the house next door lives Mr Lee, Who loves cooking food from the sea. When Mum asks him for recipes, He shares <u>them</u> with her happily.	5
Mrs Chan loves to show how she cares By spreading warmth everywhere. Her knitting needles moving fast, She makes clothes like warm hugs that will last.	
Before noon, you'll find Miss Tam. Running in the park, she's a <u>fitness fan</u> . She gives useful tips on health and body care, Keeping everyone fit, here and there.	10
When Mr Ma hears someone <u>bawl</u> , He makes sure no more tears will fall. His laughter rings and spreads around, Bringing fun, like a joyful sound.	15
In every corner of our street, Neighbours' kindness we shall meet. In each helpful action, big or small, Forever sharing love with all.	20

Understanding the Connection between Ideas by Identifying Cohesive Devices

- Many students were able to connect the ideas by identifying the pronoun reference in the poem. They could connect the pronoun 'them' to 'recipes' in 'When Mum asks him for recipes,' and 'He shares them with her happily.' in the poem.
- 2. Read line 5. 'He shares them with her happily.'
The word 'them' refers to _____.
☐ A. funny jokes
☐ B. knitting needles
☐ C. fresh ingredients
☒ D. cooking instructions

6ERW2/6ERW3 P3 Q.2

Task Name: A Study Tour (Email)

Task Content: Bella is reading an email from her cousin Jane about her study tour to Singapore.

FROM: jane123321@mail.com.hk TO: bellawong@mail.com.hk Saturday, 15 April, 11:15 AM SUBJECT: 		REPLY	
Hi Bella, Long time no see. How are you and your three puppies? Do you remember the graduation study tour I told you about? I've just returned from Singapore. There's so much to share! We spent the first two days at a local school. On Day 1, we had to introduce ourselves in front of everyone. I <u>shook like a leaf</u>! Luckily, everyone encouraged me by clapping and cheering. I made many friends after playing group games. I found that two of my new Singaporean friends love watching music shows just like me! On Day 2, we had classes with the students. We joined their English, Maths and Science lessons. We learnt about their school life and how it's different from ours. It was an interesting experience.		We also visited some famous tourist spots. On Day 3, we went to a theme park. Then, we went to Merlion Park. The Merlion has a lion's head and a fish's body. I got you a postcard of it! At night, we watched the Supertree music and light show in Gardens by the Bay. On the last day, we went to a zoo. We saw penguins, giraffes and zebras. I wanted to hear the lions roar! Sadly, they were sleeping. Before going to the airport, we visited a hawker centre and had chicken rice. It was delicious! We should visit Singapore together! Please check when your next holiday is. Bye for now. Let's keep in touch. Best wishes, Jane	

Identifying Details Supporting the Main Idea

- Many students were able to identify the details '*We learnt about their school life*', and connect it with the main idea that the experience was interesting.
4. Jane thought Day 2 was interesting because _____.

- ☐ A. everyone cheered her up
☐ B. everyone introduced themselves
☒ C. she could learn about school life in Singapore
☐ D. she could play group games during lessons

6ERW2 P4 Q.4

Task Name: Lemon Volcano (Procedural Text)

Task Content: Bella is reading about how to make a lemon volcano in a magazine.

LEMON VOLCANO

Materials

- a lemon
- a box of baking soda
- a bottle of dish soap
- a bottle of food colouring (if possible)

- a tray
- a knife
- a spoon



 Wear safety goggles. If something gets in your eyes, wash them with water.

Steps

1. Cut off the top and the bottom of the lemon.
 Ask an adult to do this step for you.
2. Sit the lemon on the tray.
3. Press the inside of the lemon with the spoon.
4. Add a few drops of food colouring to the lemon.
5. Add some dish soap to the lemon.
6. Fill the lemon with some baking soda.
7. Use the spoon to stir everything inside the lemon.

Let's see what happens next! Why do we see bubbles?

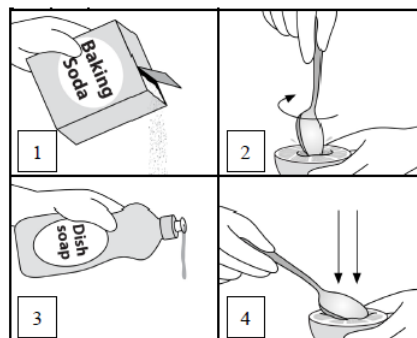
Tip
If there is no lemon in your kitchen, use another fruit that is like lemon. It may work too!

How It Works
When we mix lemon and baking soda, a gas called carbon dioxide is formed. That is why we see bubbles!

Sequencing Events with the Help of Pictorial Cues Given as Options

- Many students were able to sequence the order of events by reading the steps of making a 'lemon volcano'.

4. Put the following pictures in the correct order.



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

6ERW3 P2 Q.4

Primary 6 Writing

Design of Writing Papers

Task	Text Type
Going to the Museum	Story
Family Baking Competition	Diary Entry
My Dream Birthday Party	Article

Performance of Primary 6 Students Achieving Basic Competency in Writing Tasks

Students were required to complete one writing task in about 80 words. Students generally understood the requirements of the tasks ‘*Going to the Museum*’ and ‘*My Dream Birthday Party*’, but not those of ‘*Family Baking Competition*’. In terms of content, students were able to provide factual accounts of events with some details using the prompts given in ‘*Going to the Museum*’ and ‘*Family Baking Competition*’. In terms of language, students were able to use a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes in the writing tasks.

Going to the Museum (6ERW1 Part 5)

In this task, students were asked to write a story about Jason and his family's visit to a museum, and what happened when Jason hit a vase. Pictures and guiding questions were provided.

Part 5

Jason and his family went to a museum last week.

Write a story about what happened.

Use the following pictures and ideas to write the story in about 80 words.



- What were Jason and his family doing in Picture 1?
- What happened to Jason and his sister in Picture 2?
- What did the staff member say and do?
- What went wrong in Picture 3?
- How did the people feel? Why?
- What happened in the end?

Student Exemplar 1



Going to the Museum

[Jason and his family went to a museum last week. His sister, May, who was wearing a dress was very excited. She was taking photo for the draw while Jason was pointing the draw to his family.]

[All of a sudden, Jason took May phone and ran as fast as he could. A man saw that and yelled, 'In the museum can not run, stop!']

[After that, the draw fell down because Jason touched it.] They were scold. The man said, 'Oh no! It was broke, you need to pay for it.'

[At last, Jason's family pay for the man. They went home sadly.]

1

1

1

Content:

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

Language:

- ◆ Uses a limited range of vocabulary with few spelling mistakes:
excited, yelled, draw (down), touched, scold, broke, pay
- Uses a small range of sentence patterns with some grammatical mistakes:
She was taking photo for the draw while Jason was pointing the draw to his family.
'In the museum can not run, stop!'
They went home sadly.
- Uses a small range of cohesive devices:
While, All of a sudden, After that, because, At last

Family Baking Competition (6ERW2 Part 5)

In this task, students were asked to write a diary entry about what happened to Chloe and her dad at a family baking competition. Pictures and guiding questions were provided.

Part 5

You are Chloe. You and Dad joined a competition today.

Write a diary entry about what happened.

Use the following pictures and ideas to write the diary entry in about 80 words.



- What competition did you and Dad join?
- What did the host say in Picture 1?
- What were you and Dad doing in Picture 2?
- What happened in Picture 3?
- How did you feel? Why?
- What happened in the end?

Student Exemplar 2



Saturday 6 May 20XX Sunny

[Today, Dad and I joined a competition. The host said, 'Your have 90 mins to make the cake if you win, you will have the winer.'] 1

[Then, Dad said, 'It's Ok! Don't nervous. So we were make the cake now, it was happy and funny. I cut the fruit and dad did the bread.'] 1

[Suddenly, 'it didn't have salt.' said I, dad said, 'Oh! What can we do?' I said, 'We can use the sugar.' 'Good idle,' said dad.] 1

[At last, dad and I were win, we was so happy, dad said, 'You look, you can do it.' 'Yes!' said I.]

Content:

1

Provides a factual account of the event with some details

Language:

- ◆ Uses a limited range of vocabulary with few spelling mistakes:

winer (winner), nervous, idle (idea)

- Uses a limited range of sentence patterns with some grammatical mistakes:

The host said, 'Your have 90 mins to make the cake, if you win, you will have the winer.'

So we were make the cake now, it was happy and funny.

At last, dad and I were win, we was so happy...

- Uses a small range of cohesive devices:

if, Then, So, Suddenly, At last

My Dream Birthday Party (6ERW3 Part 5)

In this task, students were asked to write an article about their dream birthday party. Question prompts were provided.

Part 5

You are going to write an article for the school magazine about your dream birthday party.

Write the article in about 80 words. You may use some ideas from the following mind map and/or your own ideas in your writing.



Student Exemplar 3

		<u>My Dream Birthday Party</u>	
		If I can design my birthday party. I will	
Location	←	make it become a memery party.	1
Guests	←	First it is in my house. And I will let my	1
Food/ activities	←	friends come for my birthy day party. I will have a	1
	←	KFC and Piza Helt.	1
Preparation	←	Than I will play computer games with my	1
	←	friends.	1
Gifts	←	I will prepare it with my parents because I	1
	←	can't make so much things. I want to get a swicht 2	1
	←	for my gift. It was amazing.	
		If I have a birthy day party like this. I will	
		love it very much.	

Content:

1

Provides some brief ideas and communicates ideas quite clearly

Language:

- ◆ Uses a limited range of vocabulary with some spelling mistakes:
memery (memorable), birthy day (birthday), Than (Then), amazing
- Uses a limited range of sentence patterns with some grammatical mistakes:
...I will let my friends come for my birthy day party.
I will prepare it with my parents, because I can't make so much things.
I want to get a swicht 2 for my gift.
- Uses a limited range of cohesive devices:
First, Than, because

Primary 6 Speaking

Depending on the size of the school, a sample of either 12 or 24 students were randomly selected to participate in the speaking assessment. No attempt was made to report the results of individual schools in terms of the percentage of students achieving basic competency in speaking because of the small sample size. However, a descriptive summary of the overall performance of students can be found in the ‘*General Comments on Primary 6 Student Performances*’ Section.

Good Performance of Primary 6 Students in 2025

Primary 6 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- extract specific information
- listen for gist / main ideas
- predict the likely development of the text

For task contents, please refer to the ‘*Performance of Primary 6 Students Achieving Basic Competency in Listening Tasks*’ Section.

Extracting Specific Information

- Students with good performance were able to extract the specific information ‘the third of May’ from ‘*You can use the coupon on or before the third of May.*’.

6. Discount coupon: use until 3 // 03 / 5 // 05 / 20XX
day month year

6EL1 P1B Q.6

Listening for Gist / Main Ideas

- Students with good performance were able to follow the spoken text, and grasp the gist and identify that the last part was mainly about ways to stop thieves.

9. In the last part, the police officer mainly talks about _____.

- ☐ A. duties of the police
- ☐ B. how to fix security cameras
- ☒ C. ways to stop thieves
- ☐ D. why mirrors are important

6EL3 P3 Q.9

Predicting the Likely Development of the Text

- Students with good performance were able to follow the poem and predict that the writer would go outdoors more after hearing ‘*spend more free time in the sun*’.

5. In the end, the writer would most likely _____.

- ☐ A. play games in secret
- ☐ B. keep dreaming
- ☒ C. go outdoors more
- ☐ D. take the tests again

6EL1/6EL3 P2 Q.5

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

Students with good performance were able to:

- identify details that support the main idea
- predict the likely development of the text
- use dictionary skills
- work out the meaning of unfamiliar vocabulary

For task contents, please refer to the ‘*Performance of Primary 6 Students Achieving Basic Competency in Reading Tasks*’ Section.

Identifying Details Supporting the Main Idea

- Students with good performance were able to identify that the main idea of the paragraph was about things letter writers did.

4. Paragraph 2 is mainly about _____.

- ☐ A. customers of letter writers
- ☐ B. how to write different letters
- ☒ C. things letter writers did
- ☐ D. ways of writing beautifully

6ERW1 P3 Q.4

Using Dictionary Skills

- Students with good performance were able to identify the meaning of words using definitions and examples from a dictionary entry. In this question, they knew that ‘*peak*’ meant ‘*the time when something is best, most successful, etc.*’ in the article by referring to the contextual clue, ‘*there were over forty letter writing stalls...*’.

5. In line 11, what does ‘*peak*’ mean?

peak noun	/pi:k/
1.	the time when something is best, most successful, etc. ◊ <i>The football player reached his peak at 30.</i>
2.	the mountain or the pointed part of the mountain ◊ <i>This is the most difficult peak to climb in the world.</i>
3.	any narrow and pointed shape ◊ <i>Beat the egg whites until soft peaks form.</i>
4.	the front part of a cap that is above your eyes ◊ <i>There is a special design on the peak of the cap.</i>

- ☒ A. 1
- ☐ B. 2
- ☐ C. 3
- ☐ D. 4

6ERW1 P3 Q.5

Predicting the Likely Development of the Text

- Students with good performance were able to follow the development of the article. They could predict that letter writers would have fewer customers in the future from ‘...most people have learnt Chinese and English...’, ‘They are also good at using phones and computers.’, and ‘Letter writers may become memory of the past.’.

7. In the future, letter writers will _____.
- ☐ A. open more stalls
- ☒ B. have fewer customers
- ☐ C. learn Chinese and English
- ☐ D. use smoke to send messages

6ERW1 P3 Q.7

Working Out the Meaning of Unfamiliar Vocabulary

- Students with good performance were able to interpret the meaning of the unfamiliar word ‘mend’ as ‘repair’ by referring to the contextual clues ‘Serena was kind.’, ‘She could cure sick plants and animals...’, and ‘She could also mend broken things...’ given in the story.

4. In line 8, the word ‘mend’ means _____.
- ☐ A. build
- ☐ B. damage
- ☒ C. repair
- ☐ D. touch

6ERW1 / 6ERW3 P4 Q.4

Primary 6 Writing

Students with good performance in writing were able to provide interesting ideas with plenty of supporting details and an appropriate ending. They also made attempts to communicate ideas in a clear and coherent manner. In terms of language, students were able to use a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes.

Going to the Museum (6ERW1 Part 5)**Student Exemplar 4****Going to the Museum**

Last week, Jason and his family went to a museum. Jason was looking at the vase while his sister Jane was taking photos of the painting.

A few minutes later Jason felt bored. Therefore, he had a bad idea stealing Jane's phone! He secretly took it away from Jane's pocket.

Soon Jane realized that she was tricked by Jason. She saw red and started chasing her brother. A staff member wanted to stop them but he failed.

Suddenly Jason noticed that he was running to the vase! He couldn't stop because he was too fast. 'Bang!' Jane's phone crashed into the vase. The vase fell onto the ground.

The phone and the vase were both broken. Jason's legs shook like leaves. Jane cried bitterly. The staff member punished them, 'Don't you see these signs? You shouldn't take photos with strong lights, eat, drink or run. Behave yourselves!' 'We're sorry,' apologized Jason and Jane.

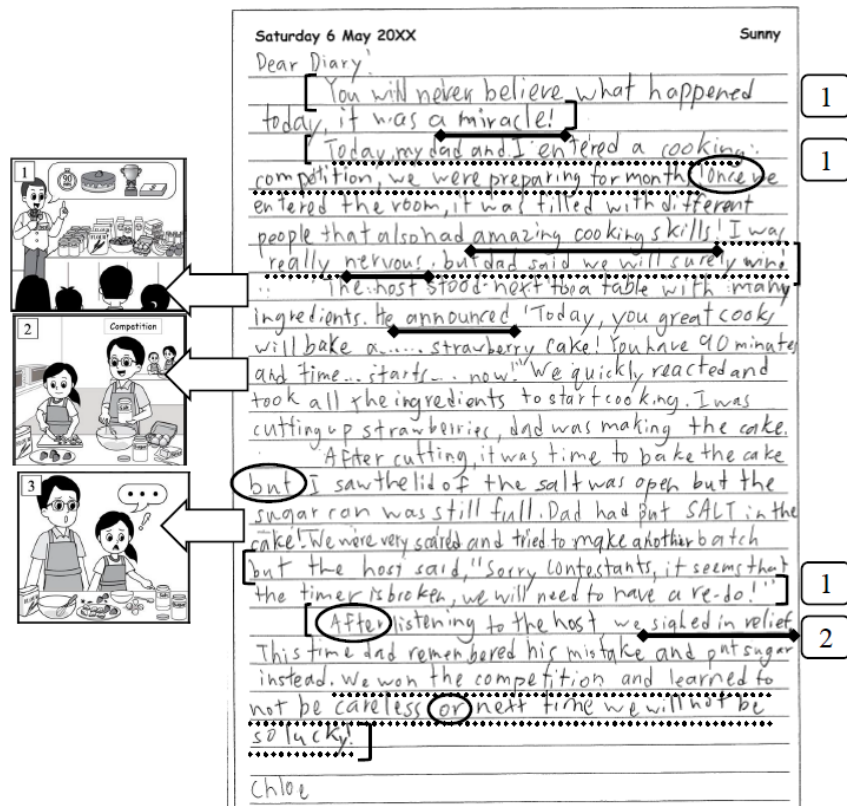
Although you don't need to help us repair the vase, you still need to clean up the mess,' said the staff member.

Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions with few spelling mistakes: realized, saw red, crashed into, shook (shook) like leaves, cried bitterly, apologized
- Uses a small range of sentence patterns:
Jason was looking at the vase while his sister Jane was taking photos of the painting.
...Jane realized that she was tricked by Jason.
She saw red and started chasing her brother.
- Uses a small range of cohesive devices:
A few minutes later, Therefore, Soon, Suddenly, Although

Family Baking Competition (6ERW2 Part 5)**Student Exemplar 5**


Saturday 6 May 20XX Sunny

Dear Diary,

You will never believe what happened today, it was a miracle!

Today my dad and I entered a cooking competition, we were preparing for months. Once we entered the room, it was filled with different people that also had amazing cooking skills! I was really nervous, but dad said we will surely win. The host stood next to a table with many ingredients. He announced 'Today, you great cooks will bake a... strawberry cake! You have 90 minutes and time starts... now!' We quickly reacted and took all the ingredients to start cooking. I was cutting up strawberries, dad was making the cake. After cutting, it was time to bake the cake but I saw the lid of the salt was open but the sugar can was still full. Dad had put SALT in the cake. We were very sad and tried to make another batch but the host said, 'Sorry contestants, it seems that the timer is broken, we will need to have a re-do!' After listening to the host we sighed in relief. This time dad remembered his mistake and put sugar instead. We won the competition and learned to not be careless or next time we will not be so lucky!

Chloe

Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions:
miracle, amazing cooking skills, nervous, announced, sighed in relief
- Uses a small range of sentence patterns with few grammatical mistakes:
Today, my dad and I entered a cooking competition, we were preparing for months!
I was really nervous, but dad said we will surely win!
We won the competition and learned to not be careless or next time we will not be so lucky!
- Uses a small range of cohesive devices:
Once, but, After, or

My Dream Birthday Party (6ERW3 Part 5)**Student Exemplar 6**

<u>My Dream Birthday Party</u>		
Location	[Firstly, I'll want my Dream Birthday Party to be in Disneyland.]	1
Guests	[The whole Disneyland all empty only with my family and friends. My very close friends will join the party because they have always helped me and were always there for me.]	1
Food/ activities	[I'll want dream birthday party to be in Disneyland because of the fun rides and me, my family and friends can really enjoy the experience.]	1
Preparation	[Secondly, I'll prepare for my birthday by booking the entire Disneyland, decorating it with balloons and adding some more custom games to play.]	1
Gifts	[I wouldn't really want any gifts since they always helped and cared about me.]	
Special theme	[Lastly, I'll want to change Disneyland theme to horror at night and start a treasure hunt so everyone enjoys it even more.]	1
	[In conclusion, if this really happend I would cherish it for the rest of my life and be so grateful towards everyone.]	2

Content:

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

Language:

- ◆ Uses a small range of vocabulary and expressions with few spelling mistakes:
entire, decorating, ballons (balloons), custom games, horror, tresure (treasure) hunt, cherish, grateful
- Uses a small range of sentence patterns with few grammatical mistakes:
I wouldn't really want any gifts since they always helped and cared about me.
...if this really happend I would cherish it for the rest of my life and be so grateful towards everyone
- Uses a small range of cohesive devices:
Firstly, because, Secondly, since, Lastly, In conclusion, if

Primary 6 Speaking

Students with good performance demonstrated competence in the following areas:

Reading Aloud

- Students with good performance were able to read a short text fluently and clearly with very few mistakes in pronunciation. They used appropriate pausing and intonation when reading the text aloud.

Teacher-Student Interaction

- Students with good performance were able to provide relevant responses to most of the questions with some elaboration. They used a small range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.

Presentation

- Students with good performance were able to provide plenty of information and express ideas relevant to the topic. They communicated ideas very clearly with few mistakes in pronunciation. They used a small range of vocabulary, varied sentence patterns and cohesive devices with few grammatical errors. They showed an awareness of their audience by maintaining eye contact with the oral examiners.

General Comments on Primary 6 Student Performances

Primary 6 Listening

- Students generally performed better in listening tasks involving familiar topics, e.g. school announcements and visiting a restaurant.
- The majority of students were able to identify the sequence of events in the listening task.
- The majority of students were able to discriminate between intonations, e.g. the tones of shock, excitement, scare and sadness, with the expressions being explicitly presented.
- The majority of students were able to understand the connection between ideas by identifying cohesive devices, e.g. 'and', 'but' and 'because'. However, some had difficulty understanding ideas linked by cohesive devices such as referencing and 'for example'.
- Many students performed well in extracting specific, straightforward pieces of information from spoken texts. However, some found it difficult to extract information from spoken texts when multiple pieces of information were present.
- Many students were able to understand the use of language features in different types of spoken texts, e.g. a poem and a story. They were able to interpret similes and identify rhymes.
- A considerable number of students were able to grasp the gist of the poem and the story. However, some found it difficult to identify the main idea in some parts of the interview.
- Many students were able to discriminate between words with a range of vowel and consonant sounds.
- In the note-taking task, students were generally able to write down numbers. However, quite a number of students had difficulty writing down simple words, e.g. 'salad' and 'vegetable'.

Primary 6 Reading

- Students generally performed better in reading tasks with a light reading load, e.g. the product information and the poster.
- The majority of students were able to sequence the events presented in different text types, e.g. the procedural text and the story, correctly with pictorial cues given as options.
- Students were generally able to extract specific information from the texts when the key words were explicitly stated.
- Students were generally able to understand the connection between ideas in tasks with a lighter reading load and on familiar topics. However, some had difficulty connecting pieces of information from the poem.

- Many students were able to understand the use of language features, similes and onomatopoeia, in the texts.
- Students were generally able to interpret the implied meanings of parts of shorter texts that required relatively straightforward inferencing.
- Students were generally able to identify the details supporting a main idea in relatively simple and explicit texts.
- Students were able to skim for the gist in different text types, e.g. the poster and the procedural text.
- Some students had difficulty finding the correct meaning of words from the definitions and examples given in the dictionary entries.
- Some students had difficulty identifying the contextual clues provided and were unable to work out the meaning of unfamiliar words.
- Some students had difficulty following the idea flow in certain texts, e.g. the encyclopaedia entry and the article. They had difficulty identifying the main idea of a given paragraph and predicting the likely development of the texts.

Primary 6 Writing

- In general, students performed slightly better in *'Going to the Museum'* and *'My Dream Birthday'* than *'Family Baking Competition'*.
- Many students were able to write about 80 words based on the prompts provided. However, they had problems with vocabulary choices, grammar, spelling and sentence structures.

Going to the Museum

- Generally, students were able to provide a factual account of the story with some details based on the prompts provided, less able students focused on writing about what happened in the first three pictures. They generally provided brief ideas and a simple ending as required by the last picture with a question mark. More able students were able to provide interesting ideas, appropriate endings and added dialogues in their writing to enrich the content, e.g. *'The staff member punished them, "Don't you see these signs? You shouldn't take photos with strong lights, eat, drink or run. Behave yourselves!"'*
- The majority of students were able to use cohesive devices, e.g. *'suddenly'*, *'soon'*, *'a few minutes later'*, *'because'* and *'so'*, to link ideas and indicate the development of the story.
- In general, students were weak in spelling, use of tenses, verb forms and sentence structures, e.g. *'grabed (grabbed)'*, *'Unluckly (Unluckily)'*, *'Last week, Jason and his family went to go enjoy the museum.'*

Family Baking Competition

- Students were generally able to describe the series of picture prompts with some details. Less able students provided very brief ideas of the competition, and a simple ending as required by the last picture with a question mark. More able students were able to write interesting plots, give details and provide an appropriate ending with a solution to the problem, e.g. *'Finally, me and dad agreed to discard the cake mix and improvise, using leftover ingredients.'* and *'Luckily, our competitors are so nice that they all provided help.'*
- Students were able to use cohesive devices, e.g. *'first'*, *'after that'*, *'because'* and *'at last'*, to link ideas and indicate the development of the story.
- Some students had problems in grammar, spelling and sentence structures. Simple past tense was not used consistently to describe past events. Some students lacked vocabulary, and made a considerable amount of spelling and grammatical mistakes. They were unable to use vocabulary such as *'ingredients'*, *'trophy'* and *'host'*, and had difficulty expressing their ideas. Some students misspelt words like *'sucessfully (successfully)'*, *'stawberry (strawberry)'*, *'frist (first)'*, *'sagar (sugar)'* and *'winer (winner)'*. Literal translation from Chinese was also found in some writing, e.g. *'I say the salt no many.'*

My Dream Birthday Party

- Students were required to write about their dream birthday party using the question prompts given in the mind map. In general, students were able to provide some brief ideas on where the birthday party would be held, who would join the party, how they would prepare for it. Less able students misinterpreted the task and wrote a personal recount of a memorable birthday party. Some misinterpreted the meaning of 'dream' and interpreted it as a sleeping dream rather than a wish. More able students provided relevant ideas with supporting details and a concluding remark with gratitude, e.g. *'In conclusion, if this really happend (happened) I would cherish it for the rest of my life and be so grateful towards everyone.'*
- Most students could use simple cohesive devices to make their writing more coherent, e.g. *'if'*, *'also'*, *'such as'*, *'because'*, and *'in the end'*. Students with better writing skills could develop well-organised paragraphs and provided additional details for their ideas.
- Some students had problems in grammar, spelling and sentence structures. Future tense was not used consistently to describe the dream birthday party. Some students lacked vocabulary, and made a considerable amount of spelling and grammatical mistakes. They were unable to use vocabulary such as *'presents'*, *'decorate'* and *'guests'*, and had difficulty expressing their ideas. Some students misspelt words like *'ballons (balloons)'*, *'reicieve (receive)'*, *'ivite (invite)'*, *'spagetic (spaghetti)'*, *'desert (dessert)'* and *'delicous (delicious)'*.

Primary 6 Speaking

Reading Aloud

- A considerable number of students were able to read the texts aloud fluently and clearly with a few mistakes in pronunciation. Some students had difficulty pronouncing words like ‘treasure’ (6ES01), ‘encourages’ (6ES03), ‘adventure’ (6ES05) and ‘alarm’ (6ES07).
- Some students dropped the ending sounds in the third person singular forms and verbs in past tense, such as that in ‘teaches’ (6ES03) and ‘wanted’ (6ES07).

Teacher-Student Interaction

- Many students were able to provide relevant responses to most of the questions with some elaboration. Students were able to provide additional details on familiar topics, e.g. their hero at home or at school associated with *My Hero* (6ES03). In general, less able students gave fragmented answers or answered the questions in very few words. More able students gave responses with elaboration spontaneously.
- Quite a number of students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes. The use of tenses when describing past events was weak and inconsistent for some students.
- Some students found the topic *Outdoor Learning Day* (6ES01) difficult. Even if they had such an experience, they did not know how to describe what they did and learned on that day. They also had difficulty answering questions or providing elaboration during the Teacher-Student Interaction.

Presentation

- Quite a number of students were able to provide relevant information and ideas based on the pictures and written prompts provided when delivering a speech or telling a story. Less able students had difficulty elaborating on their ideas and only provided a brief ending. More able students gave detailed descriptions, added dialogues to enrich the content, put themselves in the role(s) of the main character, and gave a concluding remark or an appropriate ending.
- Quite a number of students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes. For some students, the expression of ideas was impeded by the lack of vocabulary. They also had an inconsistent use of tenses. More capable students were able to use connectives to link their ideas.
- A considerable number of students were able to speak quite clearly and provide appropriate responses to questions despite a few mistakes in pronunciation.
- Many students were able to make appropriate eye contact with the oral examiners and display an awareness of audience.

- Some students found the topic *Animal Protection Day (6ES06)* challenging. Although a mind map and guiding questions were provided, they lacked vocabulary and had difficulty organising their ideas.

Overview of Primary 6 Student Performances in English Language in 2019, 2023 and 2025

The percentage of students achieving Basic Competency in 2019, 2023 and 2025 is provided in Table 7.19. Table 7.20 summarises the comparison.

Table 7.19 Percentage of Students Achieving English Language Basic Competency in 2019, 2023 and 2025[^] **

Year	% of Students Achieving English Language Basic Competency
2019	72.8
2023	64.3
2025	70.2

Note: [^] As school participation in the 2024 P.6 TSA was on a voluntary basis, not all P.6 students were involved and hence no territory-wide data is provided in this report.

** Due to the volatility of the COVID-19 epidemic, the TSA 2020, 2021 and 2022 were suspended and no data was provided.

Table 7.20 Overview of P.6 Student Performances in English Language in 2019, 2023 and 2025

Year Reading	2019	2023	2025	Remarks
Strengths	- Students generally performed better in tasks where the reading load was light. - Students were able to extract specific information from the texts when the key words were explicitly stated. - Students were able to understand the connection between ideas by identifying cohesive devices. - With the help of pictorial cues, students were capable of sequencing the events of the texts correctly. - The majority of students were capable of comprehending the poem on a familiar topic.	- The majority of students were able to sequence the events with pictorial cues given as options. - Many students were able to understand the use of language features, similes and onomatopoeia. - Many students were able to find the correct meaning of words given in the dictionary entries. - Students were generally able to extract specific information when the key words were explicitly stated. - Students were generally able to understand the connection between ideas in tasks with a lighter reading load and on familiar topics. - Students were generally able to interpret the implied meanings of parts of shorter texts that required relatively straightforward inferencing, and identify the details supporting a main idea in relatively simple and explicit texts.	- The majority of students were able to sequence the events with pictorial cues given as options. - Students were generally able to extract specific information from the texts when the key words were explicitly stated. - Many students were able to understand the use of language features, similes and onomatopoeia. - Students were generally able to interpret the implied meanings of shorter texts that required relatively straightforward inferencing and identify the details supporting a main idea in relatively simple and explicit texts. - Students were able to skim for the gist in different text types.	- Students should read the paragraphs and texts completely to understand the main ideas and predict the likely development of the texts based on the information given. - Students should reinforce their existing vocabulary and expand their vocabulary bank.
Weaknesses	- Some students were still weak in connecting pieces of information from different parts of the story. - Some students were not able to find the correct meanings of words by using definition and examples from a dictionary entry. They also had difficulty distinguishing between a noun and a verb. - Quite a number of students had difficulty understanding the use of similes and onomatopoeia although the contextual clues were given.	- Some students had difficulty connecting pieces of information in texts on unfamiliar topics, e.g. the article on electric cars and the news report on a village fire. - Some students had difficulty identifying the contextual clues provided and were unable to work out the meaning of unfamiliar words. - Some students had difficulty following the idea flow in certain texts, e.g. articles. They had difficulty identifying the main idea of a given paragraph, grasping the gist and predicting the likely development of the texts.	- Some students had difficulty connecting pieces of information from the poem. - Some students had difficulty finding the correct meaning of words from the definitions and examples given in the dictionary entries. - Some students were unable to work out the meaning of unfamiliar words. - Some students had difficulty identifying the main idea of a given paragraph and predicting the likely development of the texts.	

Writing	Year	2019	2023	2025	Remarks
Strengths		- Students performed slightly better in a narrative than a personal description of writing. - Most students were able to write about 80 words based on the prompts provided. - Many students were able to give elaboration on the prompts provided. - Most students could use simple cohesive devices to make their writing more coherent.	- Students performed better in narrative writing than in article writing. - Many students were able to write about 80 words based on the prompts provided. - For narrative writing, many students were able to provide a factual account of the event with some details based on the prompts provided and an appropriate ending. - For article writing, students were able to provide brief ideas and a concluding remark. - The majority of students were able to use simple cohesive devices to link ideas.	- Many students were able to write about 80 words based on the prompts provided. - For narrative writing, many students were able to provide a factual account of the event with some details based on the prompts provided. - For article writing, students were able to provide brief ideas based on the prompts provided. - The majority of students were able to use simple cohesive devices to link ideas.	- Students should read the task requirements carefully before writing. - Students should work on the structuring of their ideas to achieve overall coherence. - Students should spare some time to proofread their work to reduce spelling and grammatical errors. - Students should reinforce their existing vocabulary and expand their vocabulary bank.
Weaknesses		- Many students had problems in grammar, spelling and sentence structures. Simple past tense was not used consistently to describe past events. - A few students just copied the rubric and question prompts of the task 'Jason's Wish'. - Some students failed to read the rubric carefully and misinterpreted the task requirements for 'My Favourite Place'.	- For narrative writing, some students had an inconsistent use of tenses. - For article writing, some students misinterpreted the task requirements, and some had difficulty expressing their ideas due to a lack of vocabulary. - Spelling and grammatical mistakes were common.	- For narrative writing, some students had an inconsistent use of tenses. - For article writing, some students misinterpreted the task requirements, and some had difficulty expressing their ideas due to a lack of vocabulary. - Spelling and grammatical mistakes were common.	

Year Listening	2019	2023	2025	Remarks
Strengths	• The listening performance of students on tasks of familiar topics was generally good. • Most students performed satisfactorily in skills like extracting straightforward information, understanding the connection between ideas by identifying cohesive devices and interpreting intonation presented with explicit expression. • Students' performance in listening longer tasks on familiar topics, e.g. 'Story of Jeans' and 'A Healthy Life' was on the whole better than that in some of the shorter tasks, e.g. 'News and Weather Reports' and 'Things to Do on the Internet' (as personal description).	• Most students were able to identify the sequence of events in the listening task with a lighter listening load. • The majority of students were able to understand the connection between ideas by identifying cohesive devices, e.g. 'and', 'but' and 'because'. • The majority of students were able to discriminate between intonations with the expressions being explicitly presented. • Many students performed well in extracting specific, straightforward pieces of information from spoken texts. • Many students were able to grasp the gist and main idea of the spoken texts, and predict the likely development. • Many students were able to interpret similes and identify rhymes. • Many students were able to discriminate between words with a range of vowel and consonant sounds. • Students generally performed better in listening tasks involving familiar topics.	• The listening performance of students on tasks of familiar topics was generally good. • The majority of students were able to identify the sequence of events in the listening task. • The majority of students were able to discriminate between intonations with the expressions being explicitly presented. • The majority of students were able to understand the connection between ideas by identifying cohesive devices, e.g. 'and', 'but' and 'because'. • Many students performed well in extracting specific, straightforward pieces of information from spoken texts. • Many students were able to interpret similes and identify rhymes. • A considerable number of students were able to grasp the gist of the spoken texts. • Many students were able to discriminate between words with a range of vowel and consonant sounds.	• Students should be exposed to a wider range of authentic spoken texts/text types. • Some students need to improve their spelling.

Weaknesses	• Some students had difficulty identifying main ideas involving multiple pieces of information in a spoken text. • Some students had more difficulty sequencing events in longer listening tasks than that in shorter ones. • In the note-taking task, some students were not able to distinguish between '6', '60' and '16' in street references.	• Some students had difficulty sequencing events in the listening task with a heavier listening load. • Some students had difficulty understanding ideas linked by cohesive devices such as 'for example'. • Some students found it difficult to extract information from spoken texts when multiple pieces of information were present. • In the note-taking task, some students had difficulty writing down simple words, e.g. 'grape'.	• Some students had difficulty identifying main ideas involving multiple pieces of information in the interview. • Some students had difficulty understanding ideas linked by cohesive devices such as referencing and 'for example'. • In the note-taking task, some students had difficulty writing down simple words, e.g. 'salad' and 'vegetable'.	
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Year Speaking	2019	2023	2025	Remarks
Strengths	- Many students were able to read the texts aloud clearly. - More than half of the students provided relevant answers to most of the questions. Some could even provide additional details on familiar topics. - Almost half of the students were able to use a small range of vocabulary and sentence patterns with some grammatical mistakes. - In their two-minute presentations, more than half of the students were able to provide relevant information and ideas based on the pictures or written prompts when delivering a speech or telling a story.	- A considerable number of students were able to read the texts aloud fluently and clearly with a few mistakes in pronunciation. - Quite a number of students were able to provide relevant responses to most of the questions with some elaboration. - More than half of the students were able to provide relevant information and ideas based on the pictures and written prompts, and deliver a speech or tell a story.	- A considerable number of students were able to read the texts aloud fluently and clearly with a few mistakes in pronunciation. - Many students were able to provide relevant responses to most of the questions with some elaboration. - Quite a number of students were able to provide relevant information and ideas based on the pictures and written prompts provided when delivering a speech or telling a story.	Students should work on the organisation of their ideas to improve coherence of their speech and story during the preparation time.
Weaknesses	- Some students dropped end consonants in words. - Some students found the topic 'Going Hiking' (6ES11) difficult because they lacked experiences in doing the activity.	- Some students dropped the ending sounds in words. - For Teacher-Student Interaction and Presentation, some students had an inconsistent use of tenses.	- Some students dropped the ending sounds in the third person singular forms and verbs in past tense. - Some students found the topic Outdoor Learning Day (6ES01) difficult. They lacked vocabulary to describe what they did and learned on that day.	