

## Results of Primary 6 English Language in TSA 2010

The territory-wide percentage of P.6 students achieving English Language Basic Competency in TSA 2010 was 71.6%. There was a slight increase in the percentage achieving basic competency in 2010 relative to performance level in 2008 which was 71.5.

### Primary 6 Assessment Design

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

The P.6 written assessment consisted of four sub-papers for Listening and four sub-papers for Reading and Writing, comprising a total of 122 items and 134 score points. The duration of each Listening sub-paper was approximately 30 minutes, while each Reading and Writing sub-paper was 50 minutes. The oral assessment consisted of 12 sub-papers. The composition of the P.6 sub-papers is summarised in Table 7.11.

**Table 7.11 Composition of P.6 Sub-papers**

Written Assessment					Speaking Assessment			
Basic Competency	No. of Items (Score Points)				Basic Competency	No. of Items (Score Points)		
<b>Listening</b> L3-L-1-P6BC (discriminating sounds) L4-L-2-P6BC (language use) L4-L-3-P6BC (listening strategies)	6EL1	6EL2	6EL3	6EL4	L3-R-3-P6BC (reading aloud)	6ES1/ 6ES3 2(8)	6ES5/ 6ES7 2(8)	6ES9/ 6ES11 2(8)
	2(2)	3(3)	3(3)	2(2)				
	4(4)	0(0)	0(0)	4(4)	L3-S-3-P6BC (ideas)	6ES1 to 6ES4 4(16)	6ES5 to 6ES8 4(16)	6ES9 to 6ES12 4(16)
<b>Reading</b> L3-R-5-P6BC (reading strategies) L3-R-6-P6BC (reference skills) L4-R-4-P6BC (language use)	6ERW1	6ERW2	6ERW3	6ERW4	L3-S-4-P6BC (language use)	6ES1 to 6ES4 4(12)	6ES5 to 6ES8 4(12)	6ES9 to 6ES12 4(12)
	29(29)	25(25)	26(26)	31(31)				
	6(6)	6(6)	5(5)	4(4)	L4-S-1-P6BC (pronunciation)	6ES2/ 6ES4 2(6)	6ES6/ 6ES8 2(6)	6ES10/ 6ES12 2(6)
<b>Writing</b> L3-W-3-P6BC (relevant ideas) L3-W-4-P6BC (language use)	6ERW1	6ERW2	6ERW3	6ERW4	eye contact (not B.C.)	6ES2/ 6ES4 2(2)	6ES6/ 6ES8 2(2)	6ES10/ 6ES12 2(2)
	$\frac{1}{2}$ (4)	$\frac{1}{2}$ (4)	$\frac{1}{2}$ (4)	$\frac{1}{2}$ (4)				
	$\frac{1}{2}$ (3)	$\frac{1}{2}$ (3)	$\frac{1}{2}$ (3)	$\frac{1}{2}$ (3)				

## P.6 Listening Items

Each student was required to attempt three listening tasks in one of the four listening sub-papers (about 30 minutes each). Listening materials were played two or three times, depending on the nature and difficulty of the task. 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	4
L4-L-3-P6BC	Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents	46
<b>TOTAL</b>		<b>54</b>

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L4-L-3-P6BC	Weather Report (A)	Multiple choice	3(3)
L3-L-1-P6BC	6EL1 Part 1/6EL3 Part 2A		2(2)
L4-L-3-P6BC	Weather Report (B)	Multiple choice	3(3)
L3-L-1-P6BC	6EL2/6EL4 Part 2A		2(2)
L4-L-3-P6BC	A Guessing Game (A)	Multiple choice	7(7)
	6EL1 Part 2A		
L4-L-3-P6BC	A Guessing Game (B)	Multiple choice	6(6)
	6EL2/6EL3 Part 1		
L4-L-3-P6BC	Where Does the Wind Blow?	Multiple choice	3(3)
L4-L-2-P6BC	6EL1 Part 2B/6EL4 Part 1		4(4)
L4-L-3-P6BC	Radio Programme – Talking to Jane	Multiple choice	9(9)
	6EL1/6EL4 Part 3		
L4-L-3-P6BC	Camping on Cheung Chau (A)	Multiple choice	8(8)
	6EL2 Part 2B		
L4-L-3-P6BC	Camping on Cheung Chau (B)	Multiple choice	8(8)
	6EL3/6EL4 Part 2B		
L4-L-3-P6BC	Story – Mrs Wong’s Photo	Multiple choice	8(8)
L3-L-1-P6BC	6EL2/6EL3 Part 3		1(1)

## P.6 Reading Items

Each student was required to attempt four reading tasks in one of the four Reading and Writing sub-papers (50 minutes each). About 25 minutes were allotted for 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	52
L3-R-6-P6BC	Applying simple reference skills with the help of cues	8
L4-R-4-P6BC	Understanding the use of a small range of language features in simple literary / imaginative texts	6
<b>TOTAL</b>		<b>66</b>

**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	Children's Artwork Yearly Display	Multiple choice	4(4)
L3-R-6-P6BC	6ERW1/6ERW2/6ERW3 Part 1		3(3)
L3-R-5-P6BC	Ho Chi Kwong Plays Beethoven	Multiple choice	5(5)
L3-R-6-P6BC	6ERW1/6ERW2 Part 2 // 6ERW4 Part 1		2(2)
L3-R-5-P6BC	Carol Wrote a Postcard 6ERW1/6ERW4 Part 3	Multiple choice	8(8)
L4-R-4-P6BC	Poor Alan	Multiple choice	1(1)
L3-R-5-P6BC	6ERW1/6ERW4 Part 4		12(12)
L3-R-6-P6BC			1(1)
L4-R-4-P6BC	It is as Hard as Stone	Multiple choice	2(2)
L3-R-5-P6BC	6ERW2/6ERW3 Part 3		4(4)
L4-R-4-P6BC	Jimmy the Parrot	Multiple choice	3(3)
L3-R-5-P6BC	6ERW2/6ERW3 Part 4		13(13)
L3-R-6-P6BC			1(1)
L3-R-5-P6BC	Shows for Your Special Events	Multiple choice	6(6)
L3-R-6-P6BC	6ERW3/6ERW4 Part 2		1(1)

## P.6 Writing Tasks

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

**Table 7.16 P.6 Writing: Distribution of Items**

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

**Table 7.17 P.6 Writing: Item Description**

Basic Competency	Item Description	No. of Items (Score Points)
L3-W-3-P6BC	My Dream	$\frac{1}{2}(4)$
L3-W-4-P6BC	6ERW1/6ERW2 Part 5	$\frac{1}{2}(3)$
L3-W-3-P6BC	A Letter to a Pen-friend	$\frac{1}{2}(4)$
L3-W-4-P6BC	6ERW3/6ERW4 Part 5	$\frac{1}{2}(3)$

## P.6 Speaking Tasks

Each selected student was required to attempt either ‘Reading Aloud and Teacher-Student Interaction’ or ‘Presentation’ in one of the 12 sub-papers (each sub-paper was about five minutes in length including preparation time). A set of four sub-papers were allocated to each session, totalling three sessions over one and a half days of oral assessment. Sub-papers consisted of different topics: *Bus Rides (6ES01)*, *Sports (6ES02)*, *My School Activities (6ES03)*, *Food (6ES04)*, *Going to the Wet Market (6ES05)*, *Seasons (6ES06)*, *My Diary (6ES07)*, *Mother’s Birthday (6ES08)*, *Using the Internet (6ES09)*, *Picnic (6ES10)*, *Tips for Keeping Dogs (6ES11)* and *Throwing Something out of a Window (6ES12)*. Descriptions of the speaking tasks are provided in Table 7.18.

**Table 7.18 P.6 Speaking: Distribution of Tasks**

Basic Competency	Task Description	Descriptor
L3-R-3-P6BC	Reading Aloud <i>6ES01, 6ES03, 6ES05, 6ES07, 6ES09, 6ES11</i>	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
L3-S-3-P6BC	Teacher-Student Interaction <i>6ES01, 6ES03, 6ES05, 6ES07, 6ES09, 6ES11</i>	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
L4-S-1-P6BC	Presentation <i>6ES02, 6ES04, 6ES06, 6ES08, 6ES10, 6ES12</i>	Pronouncing familiar words comprehensibly
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 P.6 Students with Minimally Acceptable Levels of Basic Competence in TSA 2010***

### **P.6 Listening**

In listening, students with minimally acceptable levels of basic competence were able to extract specific information, and with the help of pictorial cues, they could grasp main ideas, understand connections between ideas and identify a sequence of events. They could also identify the moods of speakers and discriminate between initial consonants and between vowels. They were generally capable of understanding the overall meaning of simple spoken texts on familiar topics.

#### ***Connection between Ideas***

- Most students were able to connect and interpret ideas in a spoken text with the pictorial cues given as multiple choice (MC) options. Students understood ‘Yes, that’s true. It’s very dangerous’ which referred to the situation where ‘people have been hit by cars while they’re talking’ (6EL1/6EL4 Part 3 ‘Radio Programme – Talking to Jane’ Q.8).

#### ***Intonation***

- The majority of students were able to discriminate between expressions spoken in happy and sad tones with the pictorial cues given as MC options, e.g. David spoke in a sad tone when he talked to Mary at the beginning of the conversation (6EL2/6EL3/6EL4 Part 2B ‘Camping on Cheung Chau’ Q.1) and spoke in a happy tone at the end of the conversation when he realized that Alan’s injury was not serious (6EL2/6EL3/6EL4 Part 2B ‘Camping on Cheung Chau’ Q.8).

#### ***Main Ideas***

- Most students were capable of grasping the main ideas in spoken procedural texts with the pictorial cues given, e.g. what the children are doing – taking a group photo – by referring to ‘Stand at the back. Sit in the front. All get ready. “One, two, three....smile”’, and what the machine is – an air conditioner – by referring to ‘Close all the windows. Press the ‘on’ button. If it’s too cold, set a higher temperature. If it’s too hot, set a lower temperature.’ (6EL1 Part 2A ‘A Guessing Game (A)’ Qs. 1 & 2//6EL2/6EL3 Part 1 ‘A Guessing Game (B)’ Qs. 5 & 6).

- The majority of students were competent in interpreting the main ideas in spoken texts, e.g. Jane knows that people in Hong Kong eat and drink at the same time by referring to ‘I (Jane) often see people walking down the street, eating hamburgers and drinking cola at the same time’ (6EL1/6EL4 Part 3 ‘Radio Programme – Talking to Jane’ Q.6) and what Mr and Mrs Chan did with the photo when listening to the story, ‘They took a photocopy of it (the family photo) and put the photocopy up in the shop’ (6EL2/6EL3 Part 3 ‘Story – Mrs Wong’s Photo’ Q.5).

### ***Sequence***

- The majority of students were able to identify the sequence of events with the pictorial cues given as MC options, e.g. what Mary and her friends did on the first day of their camp on Cheung Chau (6EL3/6EL4 Part 2B ‘Camping on Cheung Chau (B)’ Q.3) and what happened on the last day (6EL2 Part 2B ‘Camping on Cheung Chau (A)’ Q.7).

### ***Sounds***

- The majority of students were able to distinguish between initial consonants, e.g. /f/ (five) correctly from /n/ (nine), and between vowels, e.g. /æ/ (Joanna) from /i/ (Joey) (6EL1 Part 1//6EL2/6EL3/6EL4 Part 2A ‘Weather Report’ Q.2).

### ***Specific Information***

- The majority of students could extract specific information from pictorial cues given as MC options, e.g. ‘Mrs Wong’s photo’ was identified by extracting the information ‘it (the photo) was of her grandparents, her parents and herself as a little girl’ (6EL2/6EL3 Part 3 ‘Story – Mrs Wong’s Photo’ Q.3); ‘what Mary and her friends did on the beach’ was identified by referring to textual information: ‘we went fishing at Main Beach’ (6EL2 Part 2B ‘Camping on Cheung Chau’ Q.3).
- In the weather report, most students were able to tell the weather will be ‘windy and cold’ tomorrow by extracting information: ‘... windy with a high of 9 degrees Celsius’ (6EL2/6EL4 Part 2A ‘Weather Report (B)’ Q.5), and the majority of them could extract information: ‘a hotter than usual summer’ to refer to the idea that the weather this summer ‘will be hotter than usual’ (6EL1 Part 1/6EL3 Part 2A ‘Weather Report (A)’ Q.4).

## **P.6 Reading**

Students with minimally acceptable levels of basic competence were capable of extracting specific information, interpreting main ideas, locating information, obtaining information from instructions and skimming for gist from informational texts, and with the help of pictorial cues, they could sequence events, predict the likely development of the text and work out the meaning of unfamiliar expressions.

### ***Main Ideas***

- Many students were capable of interpreting the main idea of the poem by choosing the best title ‘Water’ where the poem is about the nature and use of water (6ERW2/6ERW3 Part 3 ‘It is as Hard as Stone’ Q.6) and the main idea of the story about the importance of healthy habits, which is a familiar topic to the students (6ERW1/6ERW4 Part 4 ‘Poor Alan’ Q.14).
- The majority of students were capable of skimming for gist from informational texts, e.g. when reading a poster, they knew it was about a piano concert (6ERW1/6ERW2 Part 2 // 6ERW4 Part 1 ‘Ho Chi Kwong Plays Beethoven’ Q.1) and when reading a leaflet, they understood that it was about providing show services (6ERW3/6ERW4 Part 2 ‘Shows for Your Special Events’ Q.1).

### ***Predicting Development***

- The majority of students were able to predict the likely development of the text with pictorial cues given as multiple choice (MC) options, e.g. what happens to Alan at the end of the story – schoolmates ask him for an autograph – by referring to ‘(Alan) even became the football star of his school’ (6ERW1/6ERW4 Part 4 ‘Poor Alan’ Q.12).

### ***Reference Skills***

- Many students were able to locate information in a leaflet, e.g. when the opening ceremony of an exhibition will start: by referring to the start time under ‘Opening Ceremony’ (6ERW1-6ERW3 Part 1 ‘Children’s Artwork Yearly Display’ Q.5).
- Many students could obtain information from reading instructions, e.g. when reading the written instruction listing different bus route numbers to the art centre, students could give a correct answer as to how many public bus routes people can take to the centre (6ERW1-6ERW3 Part 1 ‘Children’s Artwork Yearly Display’ Q.7).



### ***Sequence***

- The majority of students were able to identify the sequence of events with the pictorial cues given as MC options, e.g. what happened to Alan in the story (6ERW1/6ERW4 Part 4 'Poor Alan' Q.13).

### ***Specific Information***

- The majority of students were able to extract specific information, e.g. when reading a postcard, they could identify the receiver and interpret how long Carol's holiday is (6ERW1/6ERW4 Part 3 'Carol Wrote a Postcard' Qs.1 & 4) and when reading a line in a poem, they could figure out which picture best described the item in the text 'you can find it in your kitchen' (6ERW2/6ERW3 Part 3 'It is as Hard as Stone' Q.5).

### ***Unfamiliar Expressions***

- Many students were able to interpret the meaning of unfamiliar expressions with pictorial cues given as MC options, such as 'team sports' in a leaflet (6ERW1/6ERW4 Part 4 'Poor Alan' Q.9).

## **P.6 Writing**

The writing assessment at this level required the completion of one writing task of about 80 words in 25 minutes. Students with minimally acceptable levels of basic competence generally understood the task requirements and produced the required word length with relevant content and ideas. Students could write with an adequate range of vocabulary, sentence patterns, cohesive devices and verb forms. However, some grammatical errors and spelling mistakes were apparent.

### My Dream (6ERW1/6ERW2 Part 5)

This writing task asked students to give an account of a dream about a little boy in Cyber City based on the pictures and questions given as prompts.

*You had an interesting dream last night. In your dream, you were in Cyber City and you helped a robot. You want to write about this dream for the school magazine.*  
Write about 80 words. Use the following pictures and ideas for your story.



- What did you see?
- Who lived there? What did they look like?
- Why did the robot need your help?
- What did you do?
- How did you feel?
- What happened in the end?

Students at the minimally acceptable level of basic competence demonstrated the following characteristics:

### Student Exemplar 1

#### Content

- provides a factual account of the story with some details
- some ideas are not clear

#### Language

- uses a limited range of vocabulary, e.g. slippery, rainy, cream
- attempts to write complex sentence structures, e.g. 'I think I am very happy because I have help(ed) people'
- inconsistent use of past tense
- some grammatical mistakes, e.g. the robot (robots) are (were)...

### Student Exemplar 1

**My Dream**

In my dream, I was in Cyber City. The robot are very rush to help his friend to send his letter. That day is a rainy day, because it is so slippery and the robot fall down. When I saw that, I hurried picked him up and I help him to send the letter, then I call the robot to sit my motorcar and come to my home. When I go home, I help him to put some cream. A few days later, he was more letter. The robot thanks me so much.

I think I am very happy because I have help people.

## Student Exemplar 2

### Content

- provides a factual account of the story with some details
- some ideas are not clear

### Language

- uses a limited range of vocabulary, e.g. scared, worried
- attempts to use a simile to describe a person, e.g. 'as tall as a tree'
- literal translation from Chinese, e.g. 'I thought brought the robot to saw doctor' (I wanted to take the robot to see the doctor)
- inconsistent use of past tense to narrate a past event
- some grammatical mistakes, e.g. 'there was (were) many robot(s)', 'he always help(s) people'

## Student Exemplar 2

### My Dream

In my dream, I was in Cyber City. There was many robot. I ate some pizza, salad and sandwich. I by bus went to Mars because I lived in Mars.

When I went to home, I saw a robot in Cyber Primary School floor and the robot said little boy, I need your help. I said Sure. How can I help? I thought brought the robot to saw doctor.

I was very scared. The doctor said you don't worried about him, he was ok now. I was happy.

Now he is my best friend, he was nice and clever. he is playing football. he was as tall as a tree he is helpful, he always help people. I like him very much.

**A Letter to a Pen-friend** (6ERW3/6ERW4 Part 5)

This task asked students to write a letter to their pen-friend, giving suggestions on where to go in Hong Kong based on the prompts given.

*You are John. Your pen-friend, Chris, is coming to Hong Kong.*

*Write a letter to Chris. Suggest where he should visit and give reasons.*

*Write the letter in about 80 words. You may use the following pictures to help you.*



The Peak / sightseeing



Mong Kok / shopping



Big Buddha / photo-taking



Ocean Park / dolphin shows

### Student Exemplar 3

#### Content

- provides mostly relevant ideas to the prompts with some details
- a few ideas are not clear

#### Language

- uses basic vocabulary
- correct use of basic sentence patterns, e.g. 'Let us go to ...', 'There are lots of ...', 'We can...'
- use of cohesive devices, e.g. too, at the end
- appropriate use of verb forms, e.g. 'should', 'can'
- awkward phrasing, e.g. 'I have planed (planned) you to go to'
- some grammatical and spelling mistakes, e.g. 'have think (thought) ...', 'photoes (photos)'

#### Student Exemplar 3

Dear Chris,

How are you?

I'm so happy that you're coming to Hong Kong soon. I have think about

where should we visit in Hong Kong.

Let us go to The Peak. My parents says that you  
can have sightseeing there. We can also go to Mong Kok.  
There are lots of shops, so we can go shopping there.  
I have planed you to go to the Big Buddha too! We  
can take photoes there. At the end, we can go to Ocean  
Park. There are a lot of games to play. We can also  
see the dolphin shows too! I think you will like it very  
much.

I am looking forward to seeing you in Hong  
Hong! Write soon.

Love,

John

## Student Exemplar 4

### Content

- provides some relevant responses to the prompts with some details
- some ideas are not clear, e.g. 'you can take phone with the Buddha'

### Language

- same sentence patterns repeated, e.g. 'you can go...'
- use of limited range of vocabulary
- appropriate use of simple cohesive devices, e.g. also, because
- awkward phrasing, e.g. 'there had a cable car'
- some grammatical mistakes, e.g. 'too much (many) people', 'a lot of cheap thing(s)'

## Student Exemplar 4

Dear Chris,

How are you?

I'm so happy that you're coming to Hong Kong soon.

You can go to the Peak. There is so great. In there, you can sightseeing. Also, you can go to Mong Kok. There are too much people but in there you can shopping, there have a lot of cheap thing. happy because

And you can go to the Big Buddha. There is Hong Kong the biggest Buddha and you can take phone with the Big Buddha.

At last, you can go to the Ocean Park too! There had a cable car and you can take cable to the other place to play something. You can go to watch the dolphin shows.

Write soon,

Love,

John.

## **P.6 Speaking**

12 or 24 students (depending on the school size) were randomly selected from each school to participate in the oral assessment. No attempt was made to report results for schools in terms of the percent achieving basic competency in speaking because of the sample size. However, a summary of the overall performance levels of students is given in the ‘General Comments on P.6 Student Performances’ section.



## ***Best performance of P.6 Students in TSA 2010***

### **P.6 Listening**

Students with the best performance demonstrated their ability in the following areas:

#### ***Connection between Ideas***

- Students were able to connect and interpret ideas in a spoken procedural text. Students understood the procedure of making a banana milk shake by referring to a set of instructions, ‘Cut the banana into pieces. Put the pieces in the jug. Add a cup of milk and a cup of ice. Put the lid on. Switch the machine on for a half a minute. Enjoy the taste’ (6EL1 Part 2A ‘A Guessing Game (A)’ Q.6//6EL2/6EL3 Part 1 ‘A Guessing Game (B)’ Q.2).

#### ***Main Ideas***

- Students were capable of grasping the main ideas in spoken texts, e.g. Mrs Wong bought many things from Mr and Mrs Chan in order to thank them by referring to ‘Mrs Wong bought a lot of fruit and tinned food from them. She wanted to thank them for keeping her valuable photo’ (6EL2/6EL3 Part 3 ‘Story – Mrs Wong’s Photo’ Q.9).

#### ***Predicting Development***

- Students demonstrated good skills in predicting the likely development of the conversation, e.g. they could predict that the host would say ‘Goodbye to all our listeners’ after he said, “Next time, our guest will be Daniel Cook, a famous author. That’s all for today...” (6EL1/6EL4 Part 3 ‘Radio Programme – Talking to Jane’ Q.9) and what Mrs Wong did when she visited her grandson by interpreting ‘My grandson had a serious car accident. He broke his leg badly. I stayed with him for two months’ (6EL2/6EL3 Part 3 ‘Story – Mrs Wong’s Photo’ Q.8).

#### ***Simile***

- Students were able to interpret simile, a figure of speech when making a comparison, i.e. comparison of the writer herself with a slow turtle, ‘I’m like a turtle, so slow’ (6EL1 Part 2B/6EL4 Part 1 ‘Poem – Where Does the Wind Blow?’ Q.6).

### ***Sounds***

- Students could distinguish the stressed sounds, e.g. ‘50’ /'fɪftɪ/ (stressed initial syllable) versus ‘15’ /,fɪf'ti:n/ (stressed end syllable) (6EL2/6EL3 Part 3 ‘Story – Mrs Wong’s Photo’ Q.2).

### ***Specific Information***

- Students were able to extract specific information by interpreting the meaning of some expressions in spoken texts, e.g. Mary and her friends had a barbecue at 6:45 p.m. by referring to ‘...we had a delicious barbecue at a quarter to seven (6EL2 Part 2B ‘Camping on Cheung Chau (A)’ Q.4) and Mary and her friends went to sleep at 10:15 p.m. by referring to ‘It was a quarter past ten. We went to sleep’ (6EL3/6EL4 Part 2B ‘Camping on Cheung Chau (B)’ Q.4).

## **P.6 Reading**

Students with the best performance demonstrated their ability in the following aspects:

### ***Connection between Ideas***

- Students were able to connect and interpret ideas in a text. Students found out the reason why Auntie Mary woke up by referring to ‘...the sound of a police siren coming from the balcony’ (6ERW2/6ERW3 Part 4 ‘Jimmy the Parrot’ Q.6).

### ***Inference Skills***

- Students could extract information which was not explicitly stated in a poster (e.g. John and his four classmates have to pay \$250 for five tickets) by referring to two pieces of information (i.e. ‘\$100’ for each ticket and ‘half-price tickets available for...full-time students’) (6ERW1/6ERW2 Part 2 // 6ERW4 Part 1 ‘Ho Chi Kwong Plays Beethoven’ Q.6).
- Students were able to show strong inference skills when asked why the two thieves climbed down the water pipes so quickly by inferring ‘the thieves heard Jimmy and thought it was a real police siren’ (6ERW2/6ERW3 Part 4 ‘Jimmy the Parrot’ Q.12).

### ***Main Ideas***

- Some able students could identify the main idea of a given paragraph about giving thanks to the Sunflower Club for organizing a magic show for the company (6ERW3/6ERW4 Part 2 'Shows for Your Special Events' Q.3).
- Some students understood how details were used to support the main idea, e.g. Carol visited 'the countryside' by referring to the text that everywhere she looked there was 'another mountain, waterfall, river or lake' (6ERW1/6ERW4 Part 3 'Carol Wrote a Postcard' Q.3).

### ***Onomatopoeia***

- Students could identify words which sound like the things they represent, e.g. 'ding' which is the sound of a microwave oven (after the food is heated) (6ERW2/6ERW3 Part 4 'Jimmy the Parrot' Q.2).

### ***Personification***

- Students could interpret personification of a natural element using words that describe people's emotions. For example, when describing the behaviour of water by heating, it is described as 'Fearing heat, it goes away, like smoke in a magic show' (6ERW2/6ERW3 Part 3 'It is as Hard as Stone' Q.2).

### ***Reference Skills***

- Students could find the meanings of words using definition and examples from a dictionary entry, such as 'catch' to mean 'seize and hold' (6ERW2/6ERW3 Part 4 'Jimmy the Parrot' Q.14).

### ***Unfamiliar Words***

- Students were able to interpret the meaning of unfamiliar expressions in short reading passages, e.g. 'champion' refers to the person who won 'first prize' (6ERW1/6ERW2 Part 2 // 6ERW4 Part 1 'Ho Chi Kwong Plays Beethoven' Q.3) and the heading of the leaflet 'Children's Artwork Yearly Display' means that the display is held 'every twelve months' (6ERW1-6ERW3 Part 1 'Children's Artwork Yearly Display' Q.3).

## **P.6 Writing**

Students with good writing skills could write simple descriptions and narrations in paragraph form and provide many relevant ideas with supporting details. They were able to communicate their ideas effectively, clearly and coherently. They demonstrated good language skills by using a range of vocabulary, varied sentence patterns and cohesive devices. Students generally made few or no grammatical and spelling mistakes.

### **My Dream** (6ERW1/6ERW2 Part 5)

Students wrote a story about their dream in Cyber City based on the prompts and pictorial cues given. Descriptions of the city and how the writer helped the robot in the story were coherent with supporting details and well organized.

### **Student Exemplar 5**

#### **Content**

- provides interesting ideas with many supporting details
- good organization of ideas into paragraphs
- the description is clear and coherent
- natural flow of ideas
- provides an ending

#### **Language**

- uses a good range of vocabulary
- use of indirect speech, e.g. 'He asked me to help him...'
- use of complex sentences, e.g. 'A robot, called Tom, came, and said that he was his son.'
- correct use of verb forms
- good use of adjectives, e.g. 'terrified', 'pleased' and prepositions, e.g. travel 'around' the city, 'during' my journey, a map 'with' words and pictures, pleased 'with'

## Student Exemplar 5

### My Dream

In my dream, I was in Cyber City. I saw many robots. They were kind and friendly. I went to buy food and had a trip to Mars. After I came back, I went to borrow a bicycle, and travel around the city. During my journey, I found a robot lying on the piece of grassland in front of Cyber Primary School. He was sick. He asked me to help him by bringing him back to his home. I was terrified, because I did not know where his home was. He gave me a map with words and pictures, but I can't read it. Suddenly, I had an idea. I brought the robot to the streets, and ask if anyone knew him. A robot, called Tom, came, and said that he was his son. I was pleased with it. This is really a wonderful dream, and I would never forget it.

## **Student Exemplar 6**

### **Content**

- provides interesting ideas with many supporting details
- good organization of ideas into paragraphs
- the description is clear and coherent
- natural flow of ideas
- provides an appropriate ending

### **Language**

- good choice of words, e.g. 'speak softly', 'lying', 'injured', 'introduce himself'
- attempts to write complex sentence structures, e.g. 'When I am (was) riding a bicycle to see the view there, I saw a robot.'
- good use of cohesive devices, e.g. 'After half an hour', 'Then', 'At that time'
- some inconsistent use of past tense
- a few grammatical mistakes, e.g. 'I saw (a) lot of robots there'

## Student Exemplar 6

### My Dream

In my dream, I was in Cyber City. I saw lot of robots there. The robots live there, they look interesting but they were kind to me.

When I am riding a bicycle to see the view there, I saw a robot, he was lying on the floor. He speak softly, "little boy, I need your help. I was injured by the car. It drove on me! Please bring me to the hospital." I got down of the bicycle and brought him to the hospital.

After half an hour, a doctor robot make him well again! The injured robot thanks me a lot and introduce himself, "I am Tony, thank you! Do you want to stay here with me?" I remember my Dad, Mum. "No! I can't. I have my family, although I want to stay here!"

Then, Tony put a jewel in my hand. "This is your present, thank you, goodbye."

At that time, I woke up. It is just a dream. Oh! What is in my hand? It is the jewel that Tony give me!

### **Letter to a Pen-friend** (6ERW3/6ERW4 Part 5)

Students wrote a letter to a pen-friend, suggesting where to go in Hong Kong. Relevant ideas were given with plenty of supporting details based on the prompts given. Ideas were very clear and well organized.

#### **Student Exemplar 7**

##### **Content**

- provides relevant ideas based on the prompts with many supporting details
- good organization of ideas into paragraphs
- ideas are very clear and coherent

##### **Language**

- uses a range of vocabulary, e.g. 'transportation', 'roller coaster', 'private ships'
- correct use of complex sentence patterns, e.g. 'There's a place that you can take oldest transportation...', 'I know you like shopping, so I will...'
- appropriate use of cohesive devices, e.g. 'first', 'second', 'too'
- appropriate use of modals, e.g. 'would', 'can', 'could'



### Student Exemplar 7

Dear Chris,

How are you?

I'm so happy that you're coming to Hong Kong soon. I would like to introduce some places for you to go to in Hong Kong.

First, there's a place that you can take direct transportation in Hong Kong and watch the night view there. This place is called The Peak. There are several nice restaurants there, you can have dinner there too. You can take a bus or The Peak Tram to go up there.

Second, you could go to the Ocean Park in Aberdeen. You could watch dolphins shows there. There are also a lot of games such as roller coaster and the pirate ships. I think you will like to go there.

Lastly, I know you like shopping, so I will bring you to Mong Kok. There's a big mall there, it's called the Times Square. There are a lot of shops such as The Lane, The Worst and The Vgly. <sup>famous</sup> There are a lot of things there. I hope you will like it.

See you soon.

Love,

John

## Student Exemplar 8

### Content

- provides relevant ideas with many supporting details
- ideas are very clear and coherent

### Language

- uses a range of vocabulary, e.g. 'enjoyable', 'information'
- correct use of complex sentence patterns, e.g. 'The next place I want to suggest to you is the Big Buddha'
- appropriate use of modals, e.g. 'can', 'will'
- a few grammatical mistakes, e.g. 'many informations'

## Student Exemplar 8

Dear Chris,

How are you?

I'm so happy that you're coming to Hong Kong soon. There are many

places to go in Hong Kong but I have only chosen  
four places to suggest to you.

You can go to the Peak and look at the  
beautiful view in Hong Kong, play games and eat  
food. It is enjoyable. You can go to Mong Kok  
also. In Mong Kok, there are many shops. You can  
buy many things such as clothes, shoes and towels.  
I think you can buy many things there. I hope  
you will like shopping in Mong Kok. The next  
place I want to suggest to you is the big  
Buddha. You can take photos and see the  
beautiful statue there. You can even go to the  
Ocean Park. There are many informations and games  
about Ocean and see animals. You can't miss the  
dolphin shows, it is excellent and exciting.

I have suggested many places for you to  
go. I hope you will be happy when you come  
to Hong Kong.

Love,  
John

## P.6 Speaking

Students with good speaking skills were competent in the following areas:

- In the 'Reading Aloud' component, students showed competence in reading the texts aloud fluently and clearly with appropriate pausing and intonation. They made very few mistakes in pronunciation.
- Students provided relevant answers to most of the questions and responded naturally and readily to different topics in 'Teacher-Student Interaction'. They could elaborate on some of the questions as well, providing further details in their responses. They could use a good range of vocabulary with few grammatical mistakes.
- In the two-minute 'Presentation', students were able to provide a range of ideas relevant to the topic and elaborate with some details, e.g. students could make use of the pictorial cues to give a short talk on sports including what sports they played themselves, how often they played these sports, who they played with, etc. (6ES02), talk about what food they liked, what type of food was good for their health, etc. (6ES04), and tell a story about how two children celebrated their mother's birthday (6ES08). Students presented well-organized ideas clearly with few mistakes in pronunciation. They used a range of vocabulary, varied sentence patterns and cohesive devices with few grammatical errors. Appropriate eye contact with the oral examiners was also maintained during the presentation.

## ***General Comments on P.6 Student Performances***

### **P.6 Listening**

- There was no significant improvement in listening performances as compared to the previous years. However, students performed well in some listening skills when given pictorial cues, e.g. extracting specific information, grasping main ideas, understanding connections between ideas and identifying a sequence of events. Many students were able to interpret personification of nature, i.e. wind, as a person when he is angry or in a gentle mood.
- The majority of students were able to distinguish between various initial consonants and between vowels.
- As in the previous years, students showed steady performance in identifying the expressions spoken in a happy or sad tone.
- Some students had difficulty in connecting ideas using contextual clues and had problems identifying the main ideas when more than one piece of information was given in a spoken text.
- Although students experienced difficulty with main ideas, they performed better in interpreting information and predicting the likely development of the spoken texts when pictorial cues were given as multiple choice options rather than written cues.

### **P.6 Reading**

- Students generally performed better in tasks where the reading load was light, e.g. reading a poster, notice or leaflet.
- With the help of pictorial cues, apart from extracting information, many students were able to identify main ideas, interpret unfamiliar expressions, predict the likely development of the text and sequence events. Similar to the last few years, however, their skills did not extend to interpreting unfamiliar words or expressions in context or extracting specific information from a text where a greater reading load was required.

- Many students could use context to infer the meaning from the lines of a poem with the help of pictorial cues but only more than half of the students were able to extract information which was not explicitly stated in a reading passage.
- With the help of pictorial cues, many students were capable of comprehending a poem by identifying specific information and main ideas and about half of the students could interpret figurative language, e.g. personification and simile.
- Students had difficulty in reading because they lacked basic vocabulary which would allow them to build a schema to comprehend a written text. It has been suggested that students at this key stage would benefit from exposure to a broader variety of reading materials to include riddles, poems and extended prose.
- Quite a number of students could predict the meaning of unfamiliar words or expressions in context. However, their dictionary skills need development. Many students had difficulty distinguishing between a noun and a verb when looking up the meaning of a particular word from a dictionary. Dictionary skills can help students improve their reading comprehension and their skills in composing word strings.

## **P.6 Writing**

- In general, students performed slightly better in writing the narrative 'My Dream' than in writing the informal letter 'Letter to a Pen-friend'. However, some able students could give reasons for their suggestions and organize text into paragraphs when writing the letter.
- The two writing tasks were provided with prompts and set in a context where able students' writing ability could be fully stretched. For 'My Dream', some capable students could provide interesting and imaginative ideas with relevant details. When writing about the imaginary place, Cyber City, some of them were able to use a good range of vocabulary to describe the city, e.g. 'the city was devoured by darkness', 'it was like a paradise', 'flying motorcycles' and 'floating traffic lights'. They could give a vivid account of the creatures, e.g. 'The aliens were like an octopus with pointy ears', 'humans with spacesuits'. Some showed successful attempts in writing complex sentences and indirect speech, which added to the overall textual richness. Also, they were able to narrate a story about the broken robot and how the writer saved it. A few could even give an ending of the story with a moral perspective, e.g. the robot in the

story was allergic to polluted food and the writer reminded readers to protect the environment. When writing a letter to a pen-friend, some able students were capable of giving suggestions on where to go in Hong Kong with details, such as descriptions of the common scenic spots in Hong Kong and places not given as prompts in the text.

- Most students were able to express their ideas clearly on the two writing tasks. For 'My Dream', they could provide a factual account of the story and an appropriate ending. For 'Letter to a Pen-friend', they were capable of conveying their ideas clearly when suggesting places they were familiar with, e.g. Ocean Park and Mong Kok.
- A few students failed to read the instructions for 'Letter to a Pen-friend' carefully. Instead of suggesting to their pen-friend which places to go to in Hong Kong, they gave a personal recount, i.e. the places they liked going in Hong Kong. Some students did provide relevant ideas in response to the prompts with supporting details but took most of their ideas from the prompts without adding original thoughts. For 'My Dream', some students could only provide a brief account of the story but the descriptions were not very clear and the ending lacked creativity.
- As in the previous years, repeated use of action verbs and language patterns was evident in some students' works on the two writing tasks. This made their writing dull and showed students' shortage of vocabulary and language patterns.
- Many students could use simple cohesive devices to make their writing more coherent. Some could use varied sentence patterns and a range of vocabulary in their writing. However, past tense was not consistently used and there were spelling mistakes. Passive voice was often used inaccurately and unnecessarily.
- Most students were eager to write and could produce a written task of 80 words long. However, they had problems in grammar, spelling and sentence structures. Most students had problems in the use of the 'there' structure. Instead of writing 'There were robots in Cyber City', they wrote 'There had robots in Cyber City'. Many students, including some capable ones, failed to use past tense consistently, e.g. 'I saw a lot of robots there. The robots live (lived) there' or regularized the past tense of irregular verbs, e.g. 'drived' instead of 'drove'. Many students could not spell known words correctly, e.g. 'robit' for 'robot', 'pande' for 'panda' and 'diffient' for 'different'. The misspelling of words indicated an inadequate grasp of phonics and the syllable structure of words. Literal translation from Chinese was found in some of their writing, e.g. 'The robot said me down eating rice (The robot asked me to stay for a meal)'.

## P.6 Speaking

- Students were generally able to present their ideas clearly using a limited range of vocabulary and basic sentence patterns though some grammatical mistakes were apparent.
- In the 'Reading Aloud' component, more than half of the students could read the texts fluently and clearly despite a few mistakes in pronunciation. Some students had difficulty pronouncing words like 'sight', 'coastline' (6ES01), 'choir', 'scout' (6ES03), 'crowded', 'fresh' (6ES05), 'grades', 'tutor' (6ES07), 'lives', 'chat' (6ES09) and 'diet', 'medicine' (6ES11). A lot of students dropped end consonants for words such as 'food' (6ES05), 'send', 'used' (6ES09), and 'like', 'walk' (6ES11). Also some students could not pronounce words with initial consonant blends correctly, such as 'play' (6ES03) and 'fruit' (6ES05) as well as long vowel sounds in words, like 'choose' (6ES05) and 'overfeed' (6ES11). Some of them had problems with consonant digraphs like 'thing' (6ES03), 'shopper' (6ES05) and 'chairs' (6ES11).
- Students generally were able to provide relevant answers to the questions in 'Teacher-Student Interaction'. Some students failed to give elaboration while others could provide additional details on some more familiar topics, such as Sports (6ES02) and Picnic (6ES10). Student evidently performed better with questions that elicited specific information, such as 'What school activities have you joined?' (6ES03). They did not respond as well to questions beginning with question word 'how', such as 'How is a wet market different from a supermarket?' (6ES05) and 'How can your English teacher help you more?' (6ES07).
- In the 'Presentation' component, students were generally able to give a talk or tell a story based on the information provided. Many of them could communicate their ideas quite clearly despite a few mistakes in pronunciation. Most students were awarded a bonus score for having appropriate eye contact with the oral examiners.
- The sub-paper *Throwing Something out of a Window* (6ES12) was challenging for some students. They found it difficult as it required them to tell a story in a logical sequence and with a sensible ending. Although they understood the story plot, they had limited vocabulary to further describe what happened to the old lady and what the policemen did.

## ***Comparison of Student Performances in English Language at Primary 6 TSA 2007 to 2010***

This was the sixth year that Primary 6 students participated in the Territory-wide System Assessment at the end of Key Stage 2. Due to the concerns over the possible outbreak of Human Swine Influenza, the written assessments of TSA 2009 were cancelled and no data could be collected. However, the percentage of students achieving Basic Competency from 2007 to 2010 is provided in Table 7.19.

**Table 7.19 Percentage of Students Achieving English Language Basic Competency in 2007, 2008 and 2010**

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2007	71.3
2008	71.5
2010	71.6

A comparison of the strengths and weaknesses of P.6 student performances in TSA from 2007 to 2010 provides useful information on how teachers can help students improve. Table 7.20 summarises such a comparison.



**Table 7.20 Comparison of Student Performances in English Language at Primary 6 TSA from 2007 to 2010\***

Year Skill	2007	2008	2010
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students were generally capable of locating information in a chart, extracting specific information from a text, e.g. notices and posters, and identifying specific information with given pictorial cues.</li> <li>Most students could infer information in short, simple reading texts, but almost half the students had difficulty using inference skills in interpreting the reason for an action in a story.</li> <li>Many students performed well in interpreting riddles – how animals and fruits described themselves but only half of the students could identify rhyming words in a poem by sound, i.e. where the end consonants differed in spelling.</li> <li>Almost half of the students could not use supporting details to deduce main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students were, by and large, able to locate information in a chart and extracting specific information from short, simple texts with the help of pictorial cues.</li> <li>Most students could interpret implied meaning in short, simple informational texts; however, almost half of the students had difficulty using inference skills to interpret the meaning.</li> <li>More than half of the students performed well in interpreting poems by understanding the explicit, literal meaning and quite a number of students could identify rhyming words where the end consonants differed in spelling.</li> <li>Almost half of the students could not extend to interpreting unfamiliar words or expressions in context or extracting specific information from a text where a greater reading load was required.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students could extract specific information, interpret main ideas, locate information, obtain information from instructions and skim for gist from informational texts.</li> <li>Many students could use context to infer the meaning from a poem's lines but only more than half of them could extract information not explicitly stated in a reading passage.</li> <li>With the help of pictorial cues, many students could comprehend a poem by identifying specific information and main ideas and about half of them could interpret figurative language, e.g. personification and simile.</li> <li>Quite a number of students could predict the meaning of unfamiliar words or expressions in context. However, many students had difficulty distinguishing between a noun and a verb when looking up the meaning of a particular word from a dictionary.</li> </ul>

\* Due to the outbreak of Human Swine Influenza, the TSA 2009 written assessments were cancelled and no data on students' listening, reading and writing performances could be collected.

Year Skill	2007	2008	2010
<b>Writing</b>	<ul style="list-style-type: none"> <li>Students performed better writing a narrative when the topic was related to their daily experience.</li> <li>When writing tasks were provided with prompts and set in a simple and familiar context, students were able to provide interesting ideas with relevant details.</li> <li>Many students could use simple cohesive devices to make their writing more coherent. Some could use varied sentence patterns and a range of vocabulary in their writing.</li> <li>Many students had problems in grammar, spelling and sentence structures, in particular, using articles and pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Students performed better writing a narrative than an expository piece of writing.</li> <li>With adequate prompts and a familiar context, students were able to provide interesting ideas with relevant details. They could also provide a factual account of the story with an appropriate ending and give elaboration on the prompts provided in a report.</li> <li>Repeated use of action verbs and language patterns was evident in some students' works on the two writing tasks. This made their writing boring and showed students' shortage of vocabulary and language patterns.</li> <li>Past tense was not consistently used to narrate past events and many students used other verb forms. They also had problems in grammar, spelling and sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students performed slightly better in writing a narrative than an informal letter.</li> <li>Most students were able to express their ideas clearly on the two writing tasks. In writing a story, they could provide a factual account of the story and an appropriate ending. In writing a letter, they were capable of conveying their ideas clearly when suggesting places they were familiar with.</li> <li>Use of cohesive devices was evident in many students' works. However, lacking vocabulary and language patterns was still common in some students' writing.</li> <li>Most students were eager to write and could produce a written task of 80 words long. However, they had problems in grammar, spelling and sentence structures. Literal translation from Chinese was also found in some of their writing.</li> </ul>

<div>Year</div> <div>Skill</div>	2007	2008	2010
<b>Listening</b>	<ul style="list-style-type: none"> <li>• P.6 students were generally successful in distinguishing between various initial consonant sounds.</li> <li>• Many students were competent in sequencing pictures in the correct order even when distractors were given.</li> <li>• P.6 students were able to extract simple information from the spoken texts.</li> <li>• Students with the best performance were able to interpret personification of an object as a person and apply good inference skills. As in the previous year, they could interpret the reason for an action in a story or an event.</li> </ul>	<ul style="list-style-type: none"> <li>• P.6 students were generally successful in distinguishing between various initial and mid consonant sounds.</li> <li>• Students showed steady performance in identifying the speaker's tone, for example, when the speaker spoke in a sad or happy tone.</li> <li>• About half the students had difficulty in connecting ideas using contextual clues or reference words and identifying the main ideas when more than one piece of information was given in a spoken text.</li> <li>• Students showed competence in interpreting information and inferring meaning when pictorial cues were given as options rather than verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of students were able to distinguish between various initial consonants and between vowels.</li> <li>• Students performed well in some listening skills when given pictorial cues, e.g. extracting specific information, grasping main ideas, understanding connections between ideas and identifying a sequence of events.</li> <li>• Some students had difficulty in connecting ideas using contextual clues and had problems identifying the main ideas when more than one piece of information was given in a spoken text.</li> <li>• Although students experienced difficulty with main ideas, they performed better in interpreting information and predicting the likely development of the spoken texts when pictorial cues were given as multiple choice options rather than written cues.</li> </ul>

Year Skill	2008	2009	2010
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Students were able to read all or most of the texts aloud quite clearly and audibly but some students dropped end consonants.</li> <li>Most students were able to provide relevant responses to most of the oral examiner's questions. Some could even provide additional details on familiar topics.</li> <li>In 'Presentation', students presented their ideas well using a limited range of vocabulary and basic sentence patterns although grammatical mistakes were often apparent. Some students misinterpreted the pictorial cues by giving an account of a story rather than delivering a general presentation on a topic.</li> <li>Students with good speaking skills were able to expand their ideas based on the topic given. They showed confidence and could communicate their ideas quite clearly despite mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>More than half of the students could read the texts fluently and clearly despite a few mistakes in pronunciation. Some students dropped end consonants and had problems with final consonant blend sounds, long vowel sounds as well as consonant digraphs.</li> <li>Students generally could provide relevant answers to the questions. Some could even provide further details on topics familiar to them.</li> <li>In 'Presentation', many students could express their ideas quite clearly based on the information provided despite some errors in pronunciation.</li> <li>Students with a better performance could elaborate their ideas when interacting with oral examiners. However, some students lacked the vocabulary needed to express themselves clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Students were generally capable of reading the given texts aloud quite clearly but some mistakes in pronunciation were evident. Some students dropped end consonants and had problems with initial consonant blend sounds, long vowel sounds as well as consonant digraphs.</li> <li>Most students were able to provide relevant responses to some of the questions. Some could even provide further elaboration on topics familiar to them.</li> <li>In 'Presentation', many students could provide relevant information and ideas based on the given pictures and communicate their ideas quite clearly in spite of some mistakes in pronunciation.</li> <li>Students with top scores were able to provide a range of ideas relevant to the topics with some elaboration. They could communicate their ideas clearly and readily despite some pronunciation mistakes.</li> </ul>