

## ***Results of Primary 3 English Language in Territory-wide System Assessment 2023***

The percentage of Primary 3 students achieving English Language Basic Competency in 2023 is 79.5%.

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

The assessment tasks for 2023 P.3 English Language were designed with reference to the *Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3)*, the *English Language Curriculum Guide (Primary 1 – 6)* (CDC, 2004) and the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017). The tasks covered the four language skills of listening, reading, writing and speaking, as well as the learning objectives in three interrelated strands, i.e. Interpersonal, Knowledge and Experience.

The P.3 written assessment comprised a total of 81 items and 96 score points scattered through three sub-papers for Listening and three sub-papers for Reading and Writing. Some items existed in different written sub-papers acting as inter-paper links. The duration of each Listening sub-paper was approximately 20 minutes, while each Reading and Writing sub-paper was 30 minutes. The speaking assessment comprised two components, ‘Reading Aloud and Expression of Personal Experiences’ as well as ‘Picture Description’, with four sub-papers for each component. The speaking assessment consisted of eight sub-papers. The number of items on the various sub-papers is summarised in Table 7.1a. These numbers include overlapping items that existed in more than one sub-paper to enable the equating of test scores. The composition of the P.3 written sub-papers is provided in Table 7.1b and that of the Speaking sub-papers is given in Table 7.1c.

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

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>English Language</b>					
Written Assessment					
Listening	19(19)	19(19)	19(19)	--	38(38)
Reading	20(20)	20(20)	20(20)	--	40(40)
Writing	1(6)	1(6)	1(6)	--	3(18)
Total	40(45)	40(45)	40(45)	--	81(96)
Speaking Assessment					
Reading Aloud	1(4)	1(4)	1(4)	1(4)	4(4)
Expression of Personal Experiences	1(4)	1(4)	1(4)	1(4)	4(4)
Picture Description (short answers and pronunciation)	1(6)	1(6)	1(6)	1(6)	4(6)

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

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

Written Assessment			
Basic Competency	No. of Items (Score Points)		
<b>Listening</b>	<b>3EL1</b>	<b>3EL2</b>	<b>3EL3</b>
	19(19)	19(19)	19(19)
<b>Reading</b>	<b>3ERW1</b>	<b>3ERW2</b>	<b>3ERW3</b>
	20(20)	20(20)	20(20)
<b>Writing</b>	<b>3ERW1</b>	<b>3ERW2</b>	<b>3ERW3</b>
	1(6)	1(6)	1(6)

**Table 7.1c Composition of P.3 Speaking Sub-papers**

Speaking Assessment		
Basic Competency	No. of Items (Score Points)	
L2-R-3-P3BC (Reading aloud)	3ES01 & 3ES03 2(8)	3ES05 & 3ES07 2(8)
L1-S-3-P3BC (Short answers)	3ES01 – 3ES04 2(8)	3ES05 – 3ES08 2(8)
L3-S-1-P3BC (Picture description – pronunciation)	3ES02 & 3ES04 2(4)	3ES06 & 3ES08 2(4)

### Primary 3 Listening Items

Each student was required to attempt one of the three sub-papers (about 20 minutes), each of which consisted of three listening tasks. All listening materials were played twice. Descriptions of the listening assessment tasks are provided in Tables 7.2 and 7.3.

**Table 7.2 P.3 Listening: Distribution of Items**

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	8
L2-L-3-P3BC	Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	30
<b>TOTAL</b>		<b>38</b>

**Table 7.3 P.3 Listening: Item Description and Question Types**

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Clara's Pet Dog <i>3EL1 / 3EL3 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	My Favourite Person <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Clara's New Home <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	A Birthday Present <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	A Glass Bottle <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Clara Goes Shopping <i>3EL3 Part 1B</i>	Multiple Choice	5(5)

### **Primary 3 Reading Items**

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

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

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

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

<b>Basic Competency</b>	<b>Item Description</b>	<b>Question Type</b>	<b>No. of Items (Score Points)</b>
L2-R-5-P3BC	Summer Cafe <i>3ERW1 / 3ERW3 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Thank you Letter (Mum) <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Tom and the Bees <i>3ERW1 / 3ERW2 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Gina's Kitchen <i>3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Thank you Letter (Teacher) <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Patty's Wishes <i>3ERW3 Part 3</i>	Multiple Choice	8(8)

### **Primary 3 Writing Tasks**

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

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

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

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

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC	Naughty Susan	1/2(3)
L2-W-4-P3BC	3ERW1 Part 4	1/2(3)
L2-W-3-P3BC	My Favourite Toy	1/2(3)
L2-W-4-P3BC	3ERW2 Part 4	1/2(3)
L2-W-3-P3BC	My Favourite Animal	1/2(3)
L2-W-4-P3BC	3ERW3 Part 4	1/2(3)

### **Primary 3 Speaking Tasks**

**Two components** were designed for P.3 speaking assessment. The first was **‘Reading Aloud and Expression of Personal Experiences’** (RA & PE) which required students to read aloud a text of approximately 35 – 40 words in length and then respond to a set of questions based on the theme of the text. Students were assessed on their reading fluency and response to the Oral Examiners’ questions. For this task, students were given two minutes to prepare for the assessment, one minute to read aloud the RA text and two minutes to respond to the questions for PE. The second component was **‘Picture Description’** (PD) which required students to respond to the Oral Examiner’s questions based on a picture or a series of pictures. Students were assessed on the relevancy and response to the questions as well as their pronunciation. For PD, students were given three minutes to study the question paper and two minutes to respond to the Oral Examiners’ questions.

Each component represented half of all sub-papers used for the speaking assessment. RA & PE was comprised of sub-papers *3ES01*, *3ES03*, *3ES05*, *3ES07* and PD was comprised of *3ES02*, *3ES04*, *3ES06*, *3ES08*. A set of four sub-papers (two RA & PE tasks and two PD tasks) were alternately assessed in an assessment session. Sub-papers consisted of different topics: *In the Morning (3ES01)*, *At the Playground (3ES02)*, *I Like Winter (3ES03)*, *A Bad Day (3ES04)*, *Peter's Birthday (3ES05)*, *At Home (3ES06)*, *I Love My School (3ES07)* and *At the Toy Shop (3ES08)*. A total of three sessions were conducted over the 1.5 days of assessment held on 2 and 3 May 2023. Descriptions of the speaking tasks are provided in Table 7.8.

**Table 7.8 P.3 Speaking: Distribution of Tasks**

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

## ***Performance of Primary 3 Students Achieving Basic Competency in 2023***

### **Primary 3 Listening**

#### **Design of Listening Papers**

There are three listening sub-papers altogether, namely 3EL1, 3EL2 and 3EL3. In the sub-papers, there are six listening tasks:

<i>Tasks</i>	<i>Text Types</i>
Clara's Pet Dog	Conversation
My Favourite Person	Conversation
Clara's New Home	Conversation
A Birthday Present	Conversation
A Glass Bottle	Story
Clara Goes Shopping	Conversation

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

Students achieving basic competency were able to:

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

**Task Name: Clara’s Pet Dog (Conversation)**

**Task Content:** Clara talked to her friend Peter about her pet dog.

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

- Most students could identify key words on familiar topics such as ‘age’ with straightforward verbal cues. They were able to choose ‘16 months old’ as the correct answer.

Peter: ...*How old is he?*

Clara: *Um...he’s 12 months...no, 16 months old.*

1. How old is Clara’s dog?

- A. 12 months old
- B. 13 months old
- C. 15 months old
- D. 16 months old

3EL1/3 Part 1A Q.1

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

- Most students were able to identify the reason why Clara loved Rocky when they heard:  
Peter: *That’s very expensive!*  
Clara: *But I love Rocky because he looks like the dog in my favourite cartoon.*

4. Why does Clara love Rocky?

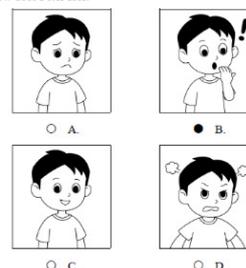
- A. He is old.
- B. He is expensive.
- C. He eats a lot of things.
- D. He looks like a dog in a cartoon.

3EL1/3 Part 1A Q.4

**Understanding Basic Differences in Intonation**

- The majority of students were able to understand that Peter was surprised when they heard Clara saying ‘My mum paid \$3500.’.

3. How does Peter feel?



- A.
- B.
- C.
- D.

3EL1/3 Part 1A Q.3

**Discriminating a Small Range of Initial Consonants**

- Most students were able to discriminate initial consonants ‘C’, ‘D’, ‘M’ and ‘N’. They could identify that Clara’s mum got the dog from ‘Aunt Dora’ instead of ‘Aunt Cora’, ‘Aunt Mora’ and ‘Aunt Nora’ (3EL1/3 Part 1A Q.2).

**Task Name: My Favourite Person (Conversation)**

**Task Content:** Clara talked to her teacher Mr Chan at school.

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

- The majority of students could understand the connection of ideas linked by ‘and’. They were able to identify what Clara did with her aunt when they heard:

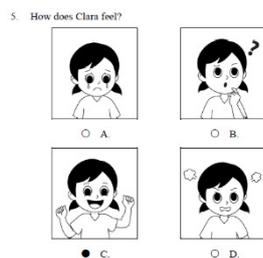
Clara: *We play the piano and go to the library together.*

2. What does Clara do with her aunt?
- A. goes shopping and goes to the library
  - B. plays the piano and cooks
  - C. goes shopping and cooks
  - D. plays the piano and goes to the library

3EL1/2 Part 1B Q.2

**Understanding Basic Differences in Intonation**

- Most students were able to understand that Clara was excited when they heard Clara saying ‘*That’s great! I’ll go there this Saturday.*’.



3EL1/2 Part 1B Q.5

**Task Name: Clara’s New Home (Conversation)**

**Task Content:** Clara talked to Aunt June about her new home.

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

- Most students were able to identify key words related to daily life experiences, e.g. months. When asked about when Clara moved to her new home, students were able to choose ‘April’ as the correct answer.

Aunt June: *When did you move there?*

Clara: *About two months ago in March, oh no, in April.*

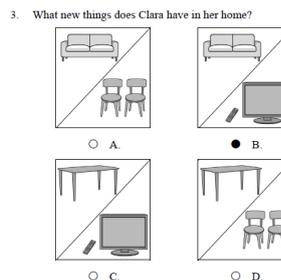
1. Clara moved to her new home in \_\_\_\_\_.
- A. March
  - B. April
  - C. May
  - D. June

3EL1 Part 2 Q.1

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

- The majority of students could understand the connection of ideas linked by ‘and’. They were able to identify the picture of new things that Clara had in her new home when they heard:

Clara: *We bought a new TV and a sofa, but we still use the old table and chairs.*



3EL1 Part 2 Q.3

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

- Most students were able to identify the reason why Clara liked her new home when they heard:

Aunt June: *Do you like your new home?*

Clara: *Yes, because I can take my cat to the park now.*

7. Why does Clara like her new home?

- A. She lives on the ground floor.
- B. She can take her pet to the park.
- C. She lives near her school.
- D. She can play with her friends in the park.

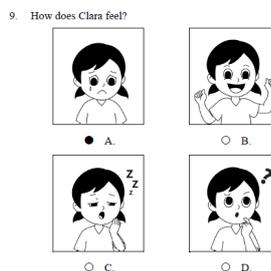
3EL1 Part 2 Q.7

**Understanding Basic Differences in Intonation**

- Most students were able to identify that Clara was sad when they heard:

Aunt June: *So how about your friends from the old building? Do you still play with them?*

Clara: *No. I don't. I miss them.*



3EL1 Part 2 Q.9

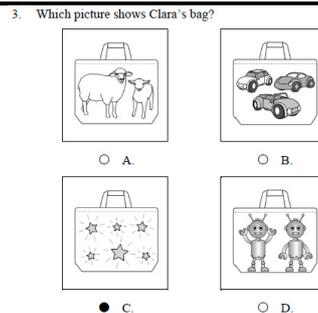
**Task Name: A Birthday Present (Conversation)**

**Task Content:** Clara talked to her friend about her bag.

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

- The majority of students could identify key words on familiar topics such as objects that they usually use. They were able to identify Clara's bag with the verbal cue they heard in the spoken text and the pictorial cues in the options:

John: *Your bag has many colourful stars on it!*



3EL2 Part 1A Q.3

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

- The majority of students could understand the connection of ideas linked by ‘and’. They were able to identify the things that Clara could put in her bag when they heard:

Clara: *I can put paper and coloured pencils for my art lessons in it.*

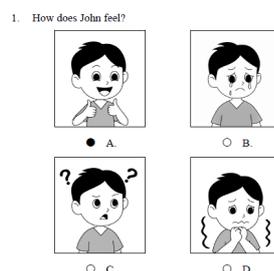
5. Clara can put \_\_\_\_\_ in her bag.
- A. paper and a water bottle
  - B. paper and coloured pencils
  - C. a water bottle and a lunch box
  - D. coloured pencils and a lunch box

3EL2 Part 1A Q.5

**Understanding Basic Differences in Intonation**

- Most students were able to identify that John was excited when they heard:

John: *Wow, Clara, I love your bag!*



3EL2 Part 1A Q.1

**Discriminating a Small Range of Ending Sounds**

- The majority of students could discriminate ending sounds ‘ch’, ‘k’, ‘s’ and ‘sh’. They could identify Clara got the bag from ‘Mark Department Store’ from ‘March Department Store’, ‘Mars Department Store’ and ‘Marsh Department Store’ (3EL2 Part 1A Q.4).

**Task Name: A Glass Bottle (Story)**

**Task Content:** Clara’s mum told Clara a story. It was about a glass bottle.

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

- The majority of students could identify key words on familiar topics such as ‘food items’ with straightforward verbal cues. They were able to identify that the glass bottle is a bottle of juice when they heard:

Clara’s mum: *There are bottles of soft drink, oil and water, but the glass bottle is a bottle of juice.*

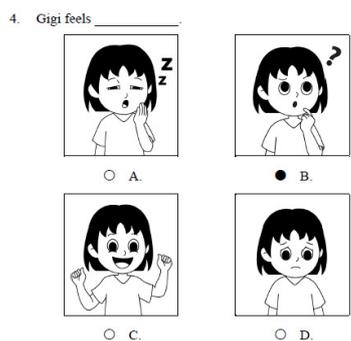
3. The glass bottle is a bottle of \_\_\_\_\_.
- A. water
  - B. oil
  - C. soft drink
  - D. juice

3EL2/3 Part 2 Q.3

**Understanding Basic Differences in Intonation**

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

Clara’s mum: *After drinking the juice, she wants to throw it away. Her mother stops her. Gigi says, “Why? It’s rubbish.”*



3EL2/3 Part 2 Q.4

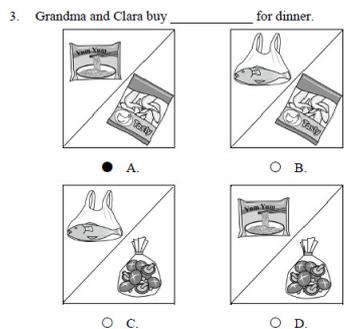
**Task Name: Clara Goes Shopping (Conversation)**

**Task Content:** Clara talked to her grandma about shopping.

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

- Most students could understand the connection of ideas linked by ‘and’. They were able to identify what Grandma and Clara bought for dinner when they heard:

Clara: *Can I have chicken wings and noodles?*  
Grandma: *Sure. Let’s buy three packs of each.*



3EL3 Part 1B Q.3

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

- Most students were able to understand the reason why Grandma liked shopping in that particular supermarket when they heard:

Grandma: *I like shopping here because everything is cheap.*

5. Why does Grandma like shopping in this supermarket?

- A. It is near their home.
- B. She likes the fruit here.
- C. The things are cheap.
- D. There are many things to buy.

3EL3 Part 1B Q.5

**Discriminating a Small Range of Initial Consonants**

- Most students were able to discriminate initial consonants ‘D’, ‘J’, ‘M’ and ‘R’. They could identify that Grandma liked ‘Jumbo eggs’ instead of ‘Dumbo eggs’, ‘Mumbo eggs’ and ‘Rumbo eggs’ (3EL3 Part 1B Q.1).

## Primary 3 Reading

### Design of Reading Papers

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

<i>Tasks</i>	<i>Text Types</i>
Summer Cafe	Menu
Thank you Letter (Mum)	Letter
Tom and the Bees	Story
Gina's Kitchen	Menu
Thank you Letter (Teacher)	Letter
Patty's Wishes	Story

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

Students achieving basic competency were able to:

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

**Task Name: Summer Cafe (Menu)**

**Task Content:** Mark read a menu in a cafe.

<b>Summer Cafe</b> Open daily: 7 am - 9 pm					
Breakfast		Lunch		Dinner	
Toast with butter	\$11	Noodles with chicken	\$25	Fried rice	\$32
Toast with jam	\$12	Fish congee	\$28	Pizza	\$35
Noodles with ham	\$15				
Drinks			Desserts		
Lemon tea	\$6	Ice cream	\$15		
Fruit juice	\$10	Cake	\$20		

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

- Most students could recognise key words related to daily life experiences, e.g. time. They could tell the opening time of Summer Cafe by recognising the key words '7 am' in the menu.

1. Summer Cafe opens at \_\_\_\_\_.

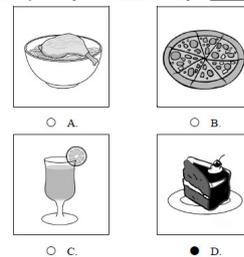
- A. 6 am       B. 7 am  
 C. 9 pm       D. 10 pm

3ERW1/3 Part 1 Q.1

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

- Many students could understand the connection of ideas linked by 'and' in the menu. They were able to identify the food item for free by referring to the menu:
- Buy 2 drinks and get 1 dessert free!

5. Mark buys two cups of lemon tea. He can get a \_\_\_\_\_ free.



3ERW1/3 Part 1 Q.5

**Task Name: Thank you Letter (Letter)**

**Task Content:** Mark wrote a letter to his mum.

7 <sup>th</sup> June 20XX	1
Dear Mummy,	
School is closed these days, but you stay home with me for lessons.	
When I have questions about my homework, you always help me. My Maths is poor, but you don't get angry.	5
Sometimes, I feel unhappy because I don't meet my teachers and friends. You sing and draw with me at home. <u>We</u> run and cycle in the park to stay healthy.	
Thank you, Supermum!	10
Love, Mark	

**Recognising Key Words on Familiar Topics**

- The majority of students could recognise key words on familiar topics such as ‘subjects’. By referring to the letter, students were able to tell that Mark was not good at Maths.

4. Mark is not good at \_\_\_\_\_.
- A. Music       B. PE
- C. Maths       D. Art

3ERW1 Part 2 Q.4

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

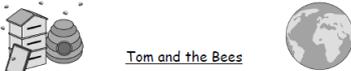
- Many students could understand the connection of ideas linked by ‘because’ in a letter. They were able to answer that Mark was unhappy by referring to the letter ‘*Sometimes I feel unhappy because I don’t meet my teachers and friends.*’.

5. Mark doesn’t meet his friends. He is \_\_\_\_\_.
- A. poor       B. unhappy
- C. angry       D. healthy

3ERW1 Part 2 Q.5

**Task Name: Tom and the Bees (Story)**

**Task Content:** Mark read a story about Tom and the bees.


1

**Tom and the Bees**

Tom loves birds, fish and butterflies but he is afraid of bees.

One school holiday, he visits Aunt Mary's farm. It is a beautiful, quiet place. Aunt Mary shows Tom some wooden boxes. Tom sees many bees in the boxes and screams loudly. Everyone on the farm can hear him.

Aunt Mary says, "Bees are helpful. They make honey in the boxes." She gives Tom a spoon of honey. "It tastes sweet," she says. "It's healthy too." Aunt Mary gives him a jar of honey and a book about bees to take home.

Now Tom knows bees are good for the Earth because they help plants to grow. They are our friends. He sees the bees on the farm every weekend and he loves them.

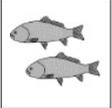
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**Recognising Key Words on Familiar Topics**

- The majority of students could recognise key words on familiar topics such as ‘animals’. By referring to the story, students were able to tell that Tom was afraid of bees.

1. At the beginning of the story, Tom is afraid of \_\_\_\_\_.
- 

A.



B.



C.



D.

3ERW1/2 Part 3 Q.1





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

- Many students could understand the connection of ideas linked by ‘**and**’ in a letter. They were able to answer that Mr Wong liked to play games and tell stories by referring to the letter ‘*You play games with us **and** tell us funny stories.*’.

4. In the lessons, Mr Wong likes to \_\_\_\_\_.
- A. use workbooks and tell stories
  - B. play games and use exercise books
  - C. use workbooks and exercise books
  - D. play games and tell stories

3ERW2/3 Part 2 Q.4

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

- The majority of students could understand the connection of ideas by following pronoun references in a letter. They were able to interpret ‘you’ as ‘**Mr Wong**’ by reading ‘At recess, **you** talk to us like a friend.’ in the letter.

5. At recess, Mark talks to \_\_\_\_\_.
- A. Mr Wong
  - B. his father
  - C. his Chinese teacher
  - D. his Maths teacher

3ERW2/3 Part 2 Q.5

**Task Name: Patty’s Wishes (Story)**

**Task Content:** Mark read a story about Patty’s wishes.



**Patty's Wishes**

Patty the horse lives with her friends, a sheep and a cow. She is young and strong, but she is not happy. Patty thinks other animals are good but she is not. She wants to be like them.

Patty wishes to fly like a sparrow. She makes two small wings. She puts them on and jumps from a big rock. She falls into a river because she is very heavy and hurts her head and legs.

Patty also wants to look pretty. She makes rabbit ears and teeth and wears them to see her friends. They think Patty looks like a monster. They are scared and run away. Patty is sad. She throws everything away and her friends play with her again.

Now Patty thinks it is great to be a horse.

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

- Many students could understand the connection of ideas linked by ‘**because**’ in a story. They were able to identify the reason why Patty fell into the river by referring to the story ‘*She falls into a river **because she is very heavy.***’

4. Why does Patty fall into the river?
- A. She is very heavy.
  - B. Her wings are strong.
  - C. The rock is big.
  - D. She cannot jump.

3ERW3 Part 3 Q.4

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

- The majority of students could understand the connection of ideas by following pronoun references in a story. They were able to interpret ‘them’ as ‘**the other animals**’ by reading ‘Patty thinks other animals are good but she is not. She wants to be like **them**.’ in the story.

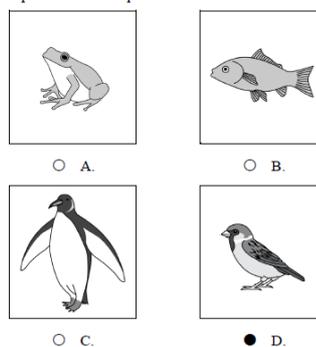
2. Read line 5. The word ‘them’ refers to \_\_\_\_\_.
- A. Patty’s wishes
  - B. the river and the rock
  - C. the other animals
  - D. the wings

3ERW3 Part 3 Q.2

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

- With the help of contextual clues and pictorial cues, many students were able to predict the meaning of unfamiliar words in the story. They could predict the meaning of the unfamiliar word ‘sparrow’ correctly with the help of the contextual clue ‘**Patty wishes to fly like a sparrow. She makes two small wings.**’ and the pictorial cues given in the options.

3. Which picture shows a sparrow?



3ERW3 Part 3 Q.3

**Primary 3 Writing**

**Design of Writing Papers**

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

<i>Tasks</i>	<i>Text Types</i>
Naughty Susan	Story
My Favourite Toy	Letter
My Favourite Animal	Personal Description

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

In general, students understood the task requirements in the writing tasks. For ‘Naughty Susan’, students were able to provide a factual account of the story based on the pictures with almost no supporting details. For ‘My Favourite Toy’ and ‘My Favourite Animal’, students were able to provide relevant ideas using the prompts. In terms of language, students were able to use a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes in the writing tasks.

**Naughty Susan (3ERW1 Part 4)**

In this writing task, students were asked to write a story about what happened after John finished his homework based on the given pictures.



**Student Exemplar 1**

1
1
1
2

1 Yesterday, John did homework to night. He slept a few minnte.

1 Then, Susan drew his homework and ran away. John woke up. He saw his homework have some pictures. He didn't happy.

2 Finally, he says to mum "Susan drew my homework!". Then, mum talk to Susan. She can't draw homework.

**Content:**

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

**Language:**

- ↔ Uses a limited range of vocabulary: *tonight, ran away, happy, mum*
- ... Writes short and simple sentences: *John woke up... Finally, he says to mum... Then, mum talk to Susan...*
- ~ Uses a limited range of cohesive devices: *Yesterday, Then, Finally*
- ▲ Makes some grammatical mistakes: *Then, Susan drew his homework... He saw his homework have some pictures. He didn't happy... "Susan drew my homework!"...*
- Makes one spelling mistake: *minnte (minute)*

Student Exemplar 2



1 [One day, John was doing his homework but he is tired so he slept. When he' was slept in his naught) sister Susan took the the homework and drew his homework.]

1 [Next, John woke up and saw his was dirty. He was very angry.]

2 [In the end, John hit Susan and call she' went to wrote his homework.]



**Content:**

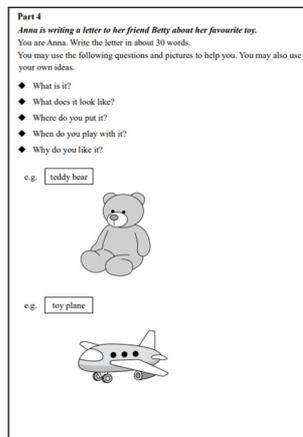
- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

**Language:**

- ◆ Uses a limited range of vocabulary: *tired, dirty, angry, hit*
- Writes short and simple sentences: *One day, John was doing his homework...Next, John woke up...In the end, John hit Susan...*
- Uses some cohesive devices: *One day, but, so, When, and, Next, In the end*
- ▲ Makes some grammatical mistakes: *When he was slept his naught sister Susan took the the homework ...John woke up and saw his was dirty...John hit Susan and call she went to wrote his homework.*
- Makes one spelling mistake: *naught (naughty)*

**My Favourite Toy (3ERW2 Part 4)**

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



**Student Exemplar 3**

7<sup>th</sup> June 20XX

Dear Betty,

How are you? Let me tell you about my favourite toy.

1 my favourite toy is a teddy bear. 1

1 He has ears and a big nose. I put it in my 1

Room. I play with him in Morning. I like him 1

because his cute. 1

of friend  
Anna -

What does it look like?

Why do you like it?

What is it?

Where do you put it?

When do you play with it?

**Content:**

1 Provides brief and relevant ideas to the questions

**Language:**

- ◆ Uses a limited range of vocabulary: *ears, big nose, Room, Morning, cute*
- Writes short and simple sentences: *my favourite toy is a teddy bear. He has ears and a big nose. I put it in my Room.*
- ~ Uses a limited range of cohesive devices: *and, because*
- ▲ Makes some grammatical mistakes: *I like him because his cute.*
- ◆ Uses wrong capitalisation: *my (My), Room (room), Morning (morning)*

Student Exemplar 4

7<sup>th</sup> June 20XX

Dear Betty,

How are you? Let me tell you about my favourite toy.

1 [My favourite toy is toy plane] It is 1  
 1 write I put it on my bed. 1 When I feel 1  
 bored I play with it. I like it because I like 1  
 play with it.

Where do you put it?

What is it?

What does it look like?

When do you play with it?

Why do you like it?

**Content:**

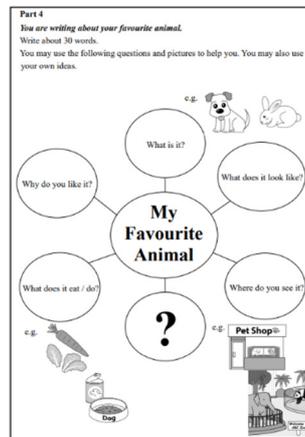
1 Provides brief and relevant ideas to the questions

**Language:**

- ◆ Uses a limited range of vocabulary: *bed, feel bored*
- Writes short and simple sentences: *My favourite toy is toy plane...I put it on my bed. When I feel bored I play with it.*
- ~ Uses a limited range of cohesive devices: *When, because*
- Makes one spelling mistake: *write (white)*

**My Favourite Animal (3ERW3 Part 4)**

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



**Student Exemplar 5**

**My Favourite Animal**

My Favourite Animal is a naughty monkey. It looks like a pizza. I can see it in the zoo. It eat banana and appel. Because it was cuet so I like it.

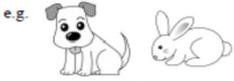
Annotations: A box with '1' points to the start of the text. Arrows point from 'naughty' to 'What is it?', from 'zoo' to 'Where do you see it?', from 'appel' to 'Why do you like it?', and from 'cuet' to 'What does it eat / do?'. A box with '1' points to the start of the second sentence. A box with '1' points to the start of the second sentence.

**Content:**  
 1 Provides brief and relevant ideas to the questions

**Language:**

- ↔ Uses a limited range of vocabulary: *naughty, monkey, pizza, zoo, banana*
- Writes short and simple sentences: *My Favourite Animal is a naughty monkey. It looks like a pizza. I can see it in the zoo.*
- ~ Uses a limited range of cohesive devices: *Because, so*
- Makes some spelling mistakes: *appel (apple), cuet (cute)*
- ◆ Uses wrong capitalisation: *Favourite (favourite), Animal (animal)*

Student Exemplar 6



My Favourite Animal

What is it?

1 [My favourite Animal is a panda.] [I like panda's Because they're cute and Beautiful.] [I saw a panda in

Why do you like it?

Where do you see it?

the Zoo!] [Panda's Eat bamboo Sticks]

What does it eat / do?



1 [A color of a panda is white and Black!]

What does it look like?



**Content:**

1 Provides brief and relevant ideas to the questions

**Language:**

- ◆ Uses a limited range of vocabulary: *panda, cute, zoo, bamboo Sticks, white, Black*
- Writes short and simple sentences: *My favourite Animal is a panda...I saw a panda in the Zoo!, Panda's Eat bamboo Sticks...A color of a panda is white and Black!*
- ~ Uses a limited range of cohesive devices: *Because, and*
- Makes some spelling mistakes: *theyr'e (they're), Beautiful (beautiful)*
- ◆ Uses wrong capitalisation and punctuation marks: *Animal (animal), Because (because), Beautiful (beautiful), Zoo (zoo), Eat (eat), Sticks (sticks), Black (black), '!'(''), '!'(''), '!'('')*

## Primary 3 Speaking

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

## ***Good Performance of Primary 3 Students in 2023***

### Primary 3 Listening

#### *Good Performance in Listening Tasks*

Students with good performance were able to:

- discriminate the sounds of a small range of numbers
- discriminate a small range of vowel sounds

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

#### *Discriminating the Sounds of a Small Range of Numbers*

- The more able students were able to discriminate the sounds of a small range of numbers. They could distinguish ‘\$15’ from ‘\$20’ and ‘\$50’ (3EL3 Part 1B Q.2).

#### *Discriminating a Small Range of Vowel Sounds*

- The more able students were able to discriminate vowel sounds ‘a’, ‘e’, ‘i’ and ‘o’. They could identify the name of Clara’s favourite aunt as ‘Aunt Mona’ from ‘Aunt Mana’, ‘Aunt Mena’ and ‘Aunt Mina’ (3EL1/2 Part 1B Q.1).

### Primary 3 Reading

#### *Good Performance in Reading Tasks*

Students with good performance were able to:

- recognise key words related to daily life experiences
- predicting the meaning of unfamiliar words with contextual clues

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

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

- The more able students were able to recognise key words related to daily life experiences about time in the story. When asked when Tom visited the farm, the students could recognise the key words ‘every **weekend**’ in the story.

7. At the end of the story, Tom visits the farm \_\_\_\_\_.

- A. at weekends
- B. on school holidays
- C. when he is not afraid
- D. when he needs honey

3ERW1/2 Part 3 Q.7

**Predicting the Meaning of Unfamiliar Words with Contextual Clues**

- The more able students could predict the meaning of unfamiliar words in the story with the help of contextual clues. They could correctly predict the meaning of ‘screams’ with the help of the contextual clues ‘**Everyone on the farm can hear him.**’

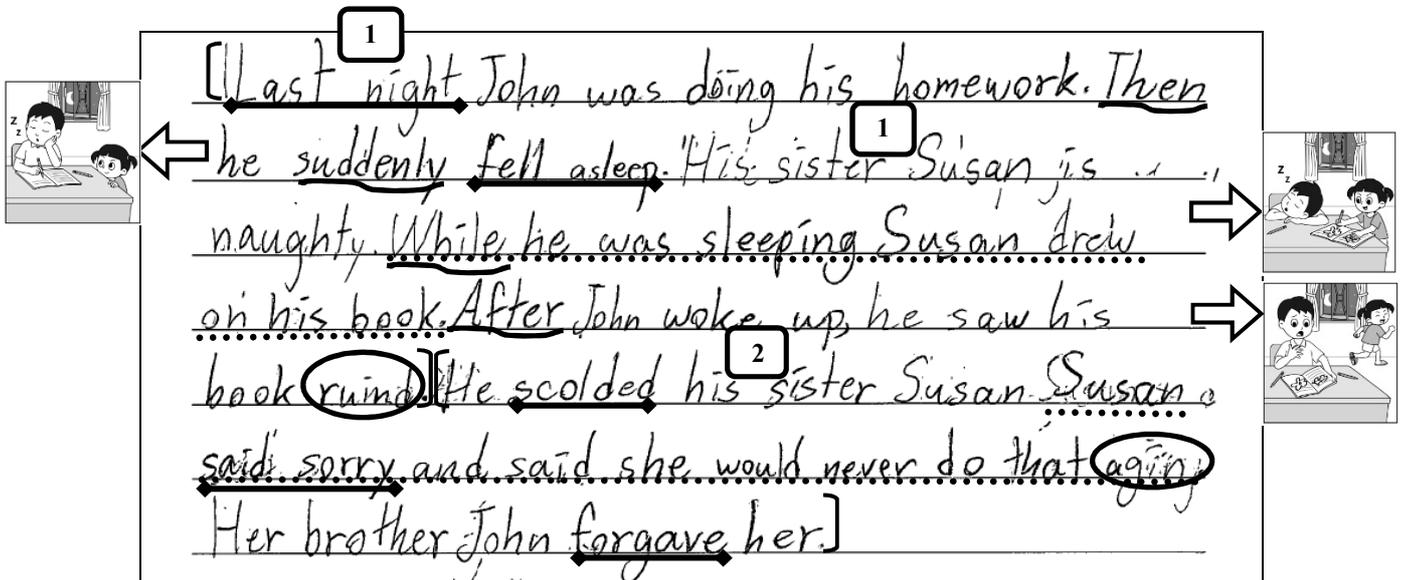
3. Read line 6. The word ‘screams’ means \_\_\_\_\_.

- A. visits
- B. tastes
- C. shows
- D. shouts

3ERW1/2 Part 3 Q.3

**Primary 3 Writing**

For ‘*Naughty Susan*’, students with good writing skills were able to provide a factual account of the story based on the pictures with some supporting details. The description was clear and coherent. For ‘*My Favourite Toy*’ and ‘*My Favourite Animal*’, students were able to provide relevant ideas to the questions with some supporting details. The ideas were clear and coherent. In terms of language, students were able to use a small range of vocabulary, sentence patterns and cohesive devices appropriately with minor, few or no grammatical and spelling mistakes.

**Naughty Susan (3ERW1 Part 4)****Student Exemplar 7**


[<sup>1</sup>Last night John was doing his homework. Then he suddenly fell asleep. His sister <sup>1</sup>Susan is naughty. While he was sleeping Susan drew on his book. After John woke up, he saw his book ruind. He scolded his sister Susan. Susan <sup>2</sup>said sorry and said she would never do that agin. Her brother John forgave her.]

**Content:**

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

**Language:**

- ↔ Uses a small range of vocabulary: *Last night, fell asleep, scolded, said sorry, forgave*
- .... Uses a small range of sentence patterns: *While he was sleeping Susan drew on his book... Susan said sorry and said she would never do that agin.*
- ~ Uses a small range of cohesive devices: *Then, suddenly, While, After*
- Makes some spelling mistakes: *agin (again), ruind (ruined)*

Student Exemplar 8



← [Last night when John is doing homework, he was sleepy, so he slept.]

[1] [Susan was naughty, she draw on John's workbook, and ran away] [When John woke up, he saw the workbook! has many flowers. Then he was angry.] →

[2] [At last, mum shouted at Susan, and she don't do this anymore.] →



**Content:**

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

**Language:**

- ◆ Uses a small range of vocabulary: *Last night, sleepy, workbook, flowers, angry, shouted, anymore*
- .... Uses a small range of sentence patterns: *Last night when John is doing homework, he was sleepy, so he slept... When John woke up, he saw the workbook has many flowers... At last, mum shouted at Susan, and she don't do this anymore.*
- ~ Uses a small range of cohesive devices: *when, so, and, Then, At last*
- ▲ Makes a few grammatical mistakes: *...she draw on John's workbook...he saw the workbook has many flowers...she don't do this anymore.*

**My Favourite Toy (3ERW2 Part 4)**

**Student Exemplar 9**

7<sup>th</sup> June 20XX

Dear Betty,

How are you? Let me tell you about my favourite toy. [1] My favourite  
 toy is teddy bear. [1] [It looks like a baby bear.] [1] What does it look like?  
 [1] [I put it in a small box], [I will] play [1] What do you put it?  
 with it when I am bored. [1] [I like it very much because it is soft to hug and it is  
 cute.] [1] Why do you like it?  
 I hope you will like it too!

**Content:**  
 [1] Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆◆ Uses a small range of vocabulary: *baby bear, small box, bored, soft to hug, cute*
- .... Uses a small range of sentence patterns: *It looks like a baby bear...I will play with it when I am bored. I like it very much because it is soft to hug and it is cute.*
- Uses a small range of cohesive devices: *when, because, and, too*

Student Exemplar 10

7<sup>th</sup> June 20XX

Dear Betty,

How are you? Let me tell you about my favourite toy.

---

1 [My favourite toy is a yoyo] [Its colours are white, purple and blue. It looks like a wheel.] 1

1 I put it on the table beside my dad. I play it with my brother after school. 1

1 I like it because it was my first toy. 1 Where do you put it?

I like it very much. I hope I can play it well in the future. And what is your favourite toy? Write back soon!

What is it? What does it look like? When do you play with it? Why do you like it?

**Content:**

1 Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆◆ Uses a small range of vocabulary: *yoyo, white, purple and blue, wheel, beside, after school, first toy*
- Uses a small range of sentence patterns: *Its colours are white, purple and blue. It looks like a wheel...I play it with my brother after school. I like it because it was my first toy.*
- Uses a small range of cohesive devices: *and, after, because, in the future, soon*

**My Favourite Animal (3ERW3 Part 4)**

**Student Exemplar 11**

e.g.



My Favourite Animal

What is it?

Where do you see it?

[1] My favourite animal is a dog. [1] It has a long tail and black beady eyes. They are so furry. [1] I like it because they always eat up my leftover food. [1] I always see it at the pet shop. [1] It eats dog food and bones. [1] They are so playful. They like to chase their tail and play with their toys. I really want to get a pet dog.

What does it look like?

Why do you like it?

What does it eat / do?

e.g.

e.g.

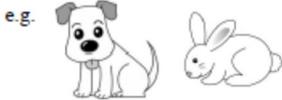
**Content:**

[1] Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆ Uses a small range of vocabulary: *long tail, black beady eyes, furry, eat up, leftover food, bones, playful, chase*
- Uses a small range of sentence patterns: *My favourite animal is a dog. It has a long tail and black beady eyes. They are so furry. I like it because they always eat up my leftover food.*
- Uses a small range of cohesive devices: *and, because, always*

Student Exemplar 12



My Favourite Animal

What is it? [1] My favourite animal is rabbit. [1] I like it because they are cute and fluffy. They also have tiny tooth.

What does it eat / do? [1] Rabbit like to eat carrots and vegetables. [1] We can see them in the pet shop. [1] They are usually white, but there is still many colour like grey and brown.

Why do you like it?

Where do you see it?

What does it look like?

When I see them, I would play ball with them.

There are many animals, but my favourite animal is rabbit. I would love to hug them to sleep with me.

**Content:**

[1] Provides relevant ideas to the questions with some supporting details

**Language:**

- ◆ Uses a small range of vocabulary: *cute, fluffy, tiny tooth, carrots, vegetables, colour, grey and brown, hug*
- Uses a small range of sentence patterns: *I like it because they are cute and fluffy. They also have tiny tooth... They are usually white, but there is still many colour like grey and brown. When I see them, I would play ball with them... I would love to hug them to sleep with me.*
- Uses a small range of cohesive devices: *because, and, also, but, When*

## Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

### Reading Aloud

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

In the Morning (3ES01)

I Like Winter (3ES03)

Peter's Birthday (3ES05)

I Love My School (3ES07)

### Expression of Personal Experiences

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

### Picture Description

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

## **General Comments on Primary 3 Student Performances**

### Primary 3 Listening

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

### Primary 3 Reading

- Students were able to recognise key words on familiar topics (e.g. subjects, animals) and those related to daily life experiences (e.g. menus). With the help of straightforward contextual clues and pictorial cues, students were able to get the correct answers.

- Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'too'. They could understand the causal relationship of ideas. Students could also understand the connection of ideas in a menu.
- Students could understand the connection of ideas by following pronoun references in letters and stories.

### Primary 3 Writing

- There were three writing tasks in the three sub-papers. For '*Naughty Susan*', students were given word prompts 'sleep / homework', 'draw / naughty' and 'wake up' for the three pictures and were asked to write a story about what happened after John finished his homework. They were also asked to provide an ending to the story. Students were generally able to write a factual account of the story with an ending. The description was quite clear. Students were familiar with the topic and provided relevant ideas related to the pictures.
- In '*My Favourite Toy*', students were asked to write about their favourite toy. Question prompts were given to help students write: '*What is it?*', '*What does it look like?*', '*Where do you put it?*', '*When do you play with it?*' and '*Why do you like it?*'. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.
- In '*My Favourite Animal*', students were asked to write about their favourite animal. Question prompts were given to help students write: '*What is it?*', '*What does it look like?*', '*Where do you see it?*', '*Why do you like it?*' and '*What does it eat / do?*'. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.

#### Naughty Susan

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

- Students were in general able to write a short story based on the pictures using the word prompts 'sleep / homework' and 'wake up': *John is doing homework and fell asleep. Susan is naughty and drew some pictures on John's homework. John wakes up and sees his homework. He is angry and told mum.* The description was quite clear.
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:
  - *It was 11 pm at night. John was still doing his homework as he played video games the whole day. Susan is naughty. While John is sleeping, Susan used a pencil to draw some flowers on his homework. John woke up and Susan ran away. He shouted at her and she felt sorry at the end.*

**Providing an Ending to the Story**

- Students were able to provide a brief ending to the story:
  - *John was surprised.*
  - *Susan got shouted by mum.*
  - *In the end, mum punished John's sister.*
- The more capable students were able to end the story with some supporting details. For example:
  - *At last, Susan needed to help his brother erase the drawing that she drew.*
  - *Susan said sorry next time I will draw it on the paper.*
  - *My sister say 'sorry, I don't play trick on others again.'*

**Using Word Prompts in the Pictures**

- Some students used the word prompts given in the first picture to write the story: *Today, John is doing homework but he sleeps.*

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

- Students used a limited range of vocabulary in the story. The vocabulary was generally related to the topic: 'At night', 'tired', 'sister', 'angry', 'tell', 'mum', 'say', 'sorry'. The sentences given were short and simple, e.g. 'Today, John is doing homework but he is tired so he sleep...'.
  - Students were able to use cohesive devices to link ideas (e.g. *and, so, when*).
  - Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, incorrect expressions). Incorrect usage of prepositions, pronouns, singular and plural nouns was common among students. They also misspelled some common words.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *It was already 11 o'clock at night. John was still doing his homework as he played video games the whole day. Susan waited for John to fall asleep, then she used a pencil to draw all over the homework. How naughty she was! John woke up and he was shocked. In the end, when he got to school the next day, the teacher was angry at him for not finishing his homework and having random drawings on his homework.*

### My Favourite Toy

#### Providing Ideas Based on the Question Prompts

- Some students were able to write about their favourite toy. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to describe their favourite toy, where they put it and when they played with it. They could also write about why they liked it. Relevant and brief ideas were given:
  - *My favourite toy is teddy bear. It is pink and blue. I put it in my bedroom and sleep to me. I play with it in the afternoon. I like it because it is my sister buy to me.*
- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example: *‘My favourite toy is a remote control car. It looks like a real car but has a remote to make it move. I put it in my drawer so I don’t lose it. I play it when I come home from school. I like it because it uses a remote to move it rather than pushing it like a toy car. I also share it with other kids to play because sharing is caring.’*

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

- Students in general used a limited range of vocabulary in their writing. The vocabulary was related to the topic: ‘bored’, ‘fun’, ‘bedroom’, ‘happy’, ‘small eyes’, ‘big’ and ‘weekends’. The sentences written by students were short and simple, e.g. *‘It has small eyes.’*, *‘I play with it with my friends.’*, *‘I put it on my bed.’*. Some students were able to link ideas using ‘and’ and ‘because’: *‘I like it because it is soft.’*, *‘I play it in my weekend and after school.’*
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, incorrect expressions). There were some errors in the usage of prepositions, singular and plural nouns by students. They also made some spelling mistakes in their writing.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *I like my duck because it cheers me up when I am sad. I hug it to my chest and it warms my heart.*
  - *I like teddy bear because I buy for myself and it is the cutest toy in the shop. Teddy bear is my best, best friend.*

### My Favourite Animal

#### Providing Ideas Based on the Question Prompts

- Some students were able to write about their favourite animal. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to describe their favourite animal, where they saw it and what they ate or did. They could also write about why they liked it. Relevant and brief ideas were given:
  - *My favourite Animal is a cat. It play with me everyday. It likes eat fish. I in Pet shop see it. It see me feel very happy.*
- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example: *'My favourite animal is cats. They are pretty and fat. They are crubby too. I see them in a pet shop. They were in a cage. Some are sleeping. Some are eating. Some are playing. They were very cute. The cats like to eat fish. They like to run and play toys. I like them because they are good and kind. They didn't hurt people. That's why I like cat.'*

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

- Students in general used a limited range of vocabulary in their writing. The vocabulary was related to the topic: 'cute', 'dog food', 'tail', 'play' and 'home'. The sentences written by students were short and simple, e.g. *'It eats dog food.'*, *'It likes to talk with his friends.'*, *'He likes going to the park.'*. Some students were able to link ideas using 'when' and 'because': *'I see different kinds of rabbits when I am in pet shops.'*, *'I like it because it is cool.'*
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, incorrect expressions). There were some errors in the usage of prepositions, singular and plural nouns by students. They also made some spelling mistakes in their writing.
- The more capable students used a small range of vocabulary, sentence patterns and cohesive devices:
  - *Everyday, it eats lettuce, carrots and some dry grass. It looks like a big ball of snow.*
  - *I like it because I like horrible things, when I grow up, I want to have a snake.*

## Primary 3 Speaking

### Reading Aloud

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Students were familiar with the topics. However, pausing and intonation were relatively weak for some students.

- Some common mistakes were found in students. They dropped end consonants in ‘weekdays’, ‘comes’, ‘games’ and ‘feels’. They were unable to pronounce blends in ‘free’ and ‘breakfast’. When reading the texts aloud, some students also mispronounced words such as ‘weekends’, ‘free’ and ‘very’. Some students were unable to read words such as ‘weather’, ‘interesting’, ‘presents’ and ‘birthday’.
- Some students mispronounced ‘wash’ as ‘watch’, ‘presents’ as ‘parents’ and ‘weekends’ as ‘week’.

### **Expression of Personal Experiences**

- Many students were able to provide relevant responses to the questions from the oral examiners. The topics were related to their daily life experiences. Students were generally able to provide relevant answers to Wh-questions (e.g. ‘What do you do at home on Saturdays?’, ‘Where do you live?’, ‘When is your birthday?’).
- Some students had difficulty in answering some questions. They had a limited range of vocabulary to express their ideas. When asked ‘What is the weather like?’ in 3ES03 (*I Like Winter*), some students were unable to provide an answer. Some students also hesitated when answering the questions ‘Why do you like it?’ in 3ES05 (*Peter’s birthday*) and ‘What do you do in the lesson?’ in 3ES07 (*I Love My School*).
- Only the more able students could provide elaboration on their answers to questions such as ‘What do you eat/drink?’ in 3ES03 (*I Like Winter*), ‘What present do you want to get?’ in 3ES05 (*Peter’s birthday*) and ‘Do you like going to school? Why / Why not?’ in 3ES07 (*I Love My School*).

### **Picture Description**

- Students were in general able to provide natural and relevant responses based on the pictures. The topics were familiar to them. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. ‘Where are these people?’ in 3ES02, ‘What do Tom and his mother put on the cake?’ in 3ES04 and ‘What is his mother doing?’ in 3ES06).
- Some students experienced difficulty in answering questions of what the people in the pictures are going to say (e.g. ‘What does she say?’ in 3ES02, 3ES06 and 3ES08).
- Students did not have the vocabulary to describe actions. Some were unable to respond to questions like ‘What is this boy doing?’ in 3ES02 (*At the Playground*); they did not know how to say that the boy was playing on the swing due to a lack of vocabulary.
- Students also used inappropriate collocations when answering questions. For example, when asked ‘What are Tom and his mother making?’ in 3ES04 (*A Bad Day*), some students said they were ‘doing a cake’ instead of ‘making a cake’. When asked ‘What is

*his grandmother watching?’ in 3ES06 (At Home), some students said his grandmother is ‘looking TV’ instead of ‘watching TV’.*

### **Overview of Primary 3 Student Performances in English Language in 2018, 2019 and 2023**

The percentage of students achieving Basic Competency in 2018, 2019 and 2023 is provided in Table 7.9. Table 7.10 summarises the comparison.

**Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2018, 2019, 2023\*\***

<b>Year</b>	<b>% of Students Achieving English Language Basic Competency</b>
2018	80.8
2019	79.8
2023	79.5

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

**Table 7.10 Overview of P.3 Student Performances in English Language in 2018, 2019 and 2023**

<b>Year</b> <b>Reading</b>	<b>2018</b>	<b>2019</b>	<b>2023</b>	<b>Remarks</b>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics (e.g. prices) and those related to daily life experiences (e.g. group of people). Contextual clues and pictorial cues were found to be useful to students.</li> <li>Students were generally able to understand the connection between ideas using cohesive devices (e.g. 'and'). They could also understand the connection of ideas in posters and menus.</li> <li>Students could understand the connection between ideas by following pronoun references in a story.</li> <li>With the help of straightforward contextual clues and pictorial cues, students could predict the meaning of unfamiliar words in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. pets) and those related to daily life experiences (e.g. public transport). Contextual clues and pictorial cues were useful to students.</li> <li>Students could understand the connection between ideas linked or contrasted by cohesive devices 'and' and 'but'. They could also understand the connection of ideas in notes.</li> <li>Students could understand the connection of ideas by following pronoun references in diaries and stories.</li> <li>Students were able to predict the meaning of unfamiliar words in stories with contextual clues and pictorial cues.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to recognise key words on familiar topics (e.g. subjects) and those related to daily life experiences (e.g. menus). Contextual clues and pictorial cues were useful to students.</li> <li>Students were generally able to understand the connection between ideas using cohesive devices such as 'and' and 'too'. They could also understand the connection of ideas in a menu.</li> <li>Students could understand the connection of ideas by following pronoun references in letters and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of students in predicting the meaning of unfamiliar words was unstable.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Only the more able students could identify key words about activities in the poster.</li> <li>Only the more able students could understand the connection of ideas with causal relationship.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students could recognise key words about feelings.</li> <li>Only the more able students could understand the connection of ideas linked by 'and' in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students could recognise key words related to daily life experiences about time in the story.</li> <li>Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues.</li> </ul>	

Year Writing	2018	2019	2023	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to provide a factual account of the story about 'John's Picnic' with almost no supporting details. They were able to write the story based on the pictures using the word prompts provided. The description was quite clear and an ending was given.</li> <li>For the writing task 'The Activity I Like Best', students could write about the activity they like best with given prompts (e.g. where they went to do the activity).</li> <li>Students were able to use cohesive devices such as 'then', 'and', 'because' to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In the writing task 'David's Dog', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>In 'Things I Do After School', students were generally able to respond to the questions with brief but relevant ideas.</li> <li>Students were able to use cohesive devices (e.g. 'and', 'because') to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>In the writing task 'Naughty Susan', students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant.</li> <li>In 'My Favourite Toy', students were generally able to respond to the questions with brief but relevant ideas.</li> <li>In 'My Favourite Animal', students were generally able to provide relevant ideas using the prompts (e.g. what their favourite animal looked like and why they liked it).</li> <li>Students were able to use cohesive devices (e.g. 'and', 'because', 'when') to link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Students were able to provide relevant ideas in the writing tasks. However, some students could only provide brief ideas in their writing.</li> <li>Some students could only use a limited range of vocabulary and sentence patterns in their writing. Grammatical and spelling mistakes were common among students.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Students made some grammatical mistakes (e.g. subject-verb disagreement) in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were common among students.</li> <li>Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still common in students' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Only the more able students were able to provide ideas with some supporting details.</li> <li>Spelling mistakes were evident among students.</li> <li>Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still commonly found in students' writing.</li> </ul>	

Year Listening	2018	2019	2023	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>Students were able to identify key words on familiar topics (e.g. school subjects). They could also identify key words related to daily life experiences (e.g. public transport).</li> <li>Students were able to understand the connection between ideas using cohesive devices (e.g. 'also', 'and'). Some students could also understand ideas in the spoken texts linked by 'because'.</li> <li>Students could distinguish a small range of initial consonants and vowel sounds (e.g. 'Jerry' from 'Kerry', 'Perry' and 'Terry').</li> <li>Students were able to understand basic differences in intonation when speakers were puzzled, scared and excited.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words related to daily life experiences (e.g. toys) and those on familiar topics (e.g. places) with the help of verbal and pictorial cues.</li> <li>Students were able to understand the connection of ideas using cohesive devices such as 'and' and 'but'. They could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students were able to discriminate words with a small range of consonant sounds (e.g. 'Tam' from 'Kam', 'Lam' and 'Yam').</li> <li>Students could understand basic differences in intonation when the speakers were happy, surprised and worried.</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words related to daily life experiences (e.g. months) and those on familiar topics (e.g. age) with the help of verbal and pictorial cues.</li> <li>Students were able to identify the connection of ideas using cohesive devices (e.g. 'and'). They could also understand the causal relationship of ideas linked by 'because'.</li> <li>Students were able to discriminate words with a small range of consonant sounds (e.g. 'Jumbo' from 'Dumbo', 'Mumbo' and 'Rumbo').</li> <li>Students could distinguish basic differences in intonation (e.g. surprised, excited, sad.)</li> </ul>	<ul style="list-style-type: none"> <li>Students could identify key words on familiar topics/related to daily life experiences in the spoken texts.</li> <li>Students were able to understand the connection between ideas using cohesive devices (e.g. and).</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>Students were unable to identify the connection of ideas contrasted by 'but' in the spoken text.</li> <li>Students with good performance could distinguish '50' from '5', '15' and '55'.</li> </ul>	<ul style="list-style-type: none"> <li>Students with good performance could distinguish a small range of vowel sounds (e.g. 'Fan' from 'Fin', 'Fon' and 'Fun').</li> </ul>	<ul style="list-style-type: none"> <li>Students with good performance could distinguish a small range of vowel sounds (e.g. 'Mona' from 'Mana', 'Mena' and 'Mina').</li> <li>Students with good performance could distinguish '\$15' from '\$20' and '\$50'.</li> </ul>	

Year Speaking	2018	2019	2023	Remarks
<b>Strengths</b>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes.</li> <li>For 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions.</li> <li>In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation.</li> <li>For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions.</li> <li>In 'Picture Description', students were able to provide relevant responses based on the pictures. They were able to answer questions despite a few mistakes in pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes.</li> <li>For 'Expression of Personal Experiences', many students were able to provide relevant responses to the majority of the questions.</li> <li>In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Students in general could respond to questions with relevant answers related to personal experiences and the pictures.</li> <li>Lack of vocabulary still hindered students from responding to questions in 'Expression of Personal Experiences' and 'Picture Description'.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', students dropped end consonants for words like 'wings' and 'lessons'. Some students were unable to pronounce blends in 'classmate' and 'friends'. Some students mispronounced 'fruit' as 'food', and 'snacks' as 'snakes'.</li> <li>For 'Expression of Personal Experiences', students had difficulty in answering some questions (e.g. 'What does it look like?').</li> <li>In 'Picture Description', some students had difficulty in answering questions which asked for their opinions on an action (e.g. 'Is it right to do that? Why / Why not?').</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', some students had difficulty in pronouncing blends (e.g. flowers) and they mispronounced some words (e.g. nice, classmates). Some students were relatively weak in pausing and intonation.</li> <li>For 'Expression of Personal Experiences', some students were hesitant in responding to Wh-questions (e.g. 'What do you do at school?').</li> <li>In 'Picture Description', some students did not have the vocabulary to describe actions.</li> </ul>	<ul style="list-style-type: none"> <li>For 'Reading Aloud', students dropped end consonants for words like 'comes' and 'games'. Some students were relatively weak in pausing and intonation.</li> <li>For 'Expression of Personal Experiences', some students had difficulty in answering some questions (e.g. 'What do you do in the lesson?').</li> <li>In 'Picture Description', some students had a limited range of vocabulary to describe actions (e.g. What is the boy doing?).</li> </ul>	