

Results of Primary 3 English Language in Territory-wide System Assessment 2024

The percentage of Primary 3 students achieving English Language Basic Competency in 2024 is 78.7%.

Primary 3 Assessment Design

The assessment tasks for 2024 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*
English Language					
Written Assessment					
Listening	19(19)	19(19)	19(19)	--	38(38)
Reading	20(20)	19(19)	20(20)	--	40(40)
Writing	1(6)	1(6)	1(6)	--	3(18)
Total	40(45)	39(44)	40(45)	--	81(96)
Speaking Assessment					
Reading Aloud	1(4)	1(4)	1(4)	1(4)	4(4)
Expression of Personal Experiences	1(4)	1(4)	1(4)	1(4)	4(4)
Picture Description (short answers and pronunciation)	1(6)	1(6)	1(6)	1(6)	4(6)

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

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

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

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

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

Primary 3 Listening Items

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

Table 7.2 P.3 Listening: Distribution of Items

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

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Susan's New Friend <i>3EL1 Part 1A / 3EL3 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Shopping Fun <i>3EL1 / 3EL2 Part 1B</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Susan Helps At Home <i>3EL1 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	A New Restaurant <i>3EL2 Part 1A</i>	Multiple Choice	5(5)
L2-L-1-P3BC L2-L-3-P3BC	Greedy Monkey <i>3EL2 / 3EL3 Part 2</i>	Multiple Choice	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Susan Goes Swimming <i>3EL3 Part 1A</i>	Multiple Choice	5(5)

Primary 3 Reading Items

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

Table 7.4 P.3 Reading: Distribution of Items

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

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

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC	Music Classes <i>3ERW1 / 3ERW2 Part 1</i>	Multiple Choice	5(5)
L2-R-5-P3BC	Four Jobs <i>3ERW1 Part 2</i>	Multiple Choice	7(7)
L2-R-5-P3BC	Billy Saves the Dolphins <i>3ERW1 / 3ERW3 Part 3</i>	Multiple Choice	8(8)
L2-R-5-P3BC	Four Seasons <i>3ERW2 / 3ERW3 Part 2</i>	Multiple Choice	6(6)
L2-R-5-P3BC	Sports Classes <i>3ERW3 Part 1</i>	Multiple Choice	6(6)
L2-R-5-P3BC	A Big Kiss <i>3ERW2 Part 3</i>	Multiple Choice	8(8)

Primary 3 Writing Tasks

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

Table 7.6 P.3 Writing: Distribution of Tasks

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

Table 7.7 P.3 Writing: Task Description

Basic Competency	Task Description	No. of Items (Score Points)
L2-W-3-P3BC L2-W-4-P3BC	My Family Time At Weekends <i>3ERW1 Part 4</i>	1/2(3) 1/2(3)
L2-W-3-P3BC L2-W-4-P3BC	At the Zoo <i>3ERW2 Part 4</i>	1/2(3) 1/2(3)
L2-W-3-P3BC L2-W-4-P3BC	My Favourite School Activity <i>3ERW3 Part 4</i>	1/2(3) 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: *My Lunch (3ES01)*, *At the Zoo (3ES02)*, *I Love Reading (3ES03)*, *At Recess (3ES04)*, *My Class Teacher (3ES05)*, *In a Music Lesson (3ES06)*, *On a Sunny Day (3ES07)* and *Picnic with Family (3ES08)*. A total of three sessions were conducted over the 1.5 days of assessment held on 7 and 8 May 2024. 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 2024

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>
Susan's New Friend	Conversation
Shopping Fun	Conversation
Susan Helps at Home	Conversation
A New Restaurant	Conversation
Greedy Monkey	Story
Susan Goes Swimming	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: Susan’s New Friend (Conversation)

Task Content: Susan talked to her mum about her new friend.

Understanding the Connection between Ideas Using Cohesive Devices

- Most students could understand the connection of ideas contrasted by ‘but’. They were able to identify the books that Susan did not like to read when they heard:

Susan: ... *There are some new books about animals, food and clothes. Sandy likes to read books about sports, but I don’t.*

3. Susan does not like to read books about _____.
- A. animals
 - B. clothes
 - C. food
 - D. sports

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





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

- Most students could identify key words related to daily life experiences, e.g. ‘sports’, with the help of straightforward verbal and pictorial cues. They were able to choose ‘basketball’ as the correct answer.

Mum: *Do you play sports with her?*

Susan: *Yes, we play basketball after school.*

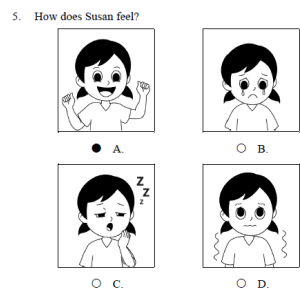
4. Susan plays _____ with her new friend.

	
<input type="radio"/> A.	<input checked="" type="radio"/> B.
	
<input type="radio"/> C.	<input type="radio"/> D.

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

Understanding Basic Differences in Intonation

- Most students were able to understand that Susan was excited when they heard Susan saying *'It's great to play with her!'*



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

Task Name: Shopping Fun (Conversation)

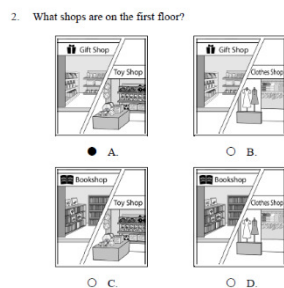
Task Content: Susan talked to her dad in a shopping centre.

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by 'also'. They were able to identify what shops were on the first floor when they heard:

Dad: *We're now on the first floor. Look! There is a gift shop.*

Susan: *I can also see a toy shop.*



3EL1/2 Part 1B Q.2

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- The majority of students were able to identify key words on familiar topics such as 'prices'. They were able to identify that the socks cost \$50 when they heard:

Dad: *How much are they? Fifteen dollars? Twenty-five dollars?*

Susan: *No, it's fifty dollars for one pair.*

4. How much are the socks?
- A. \$15
○ B. \$25
● C. \$50
○ D. \$55

3EL1/2 Part 1B Q.4

Task Name: Susan Helps at Home (Conversation)

Task Content: Susan talked to her mum about how she could help at 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. ‘time’. When asked about when Susan’s mum woke up, students were able to choose ‘10:30 am’ as the correct answer.

Mum: ... *What time is it? I went to sleep at 9 o’clock last night.*

Susan: *It’s ten thirty in the morning.*

1. What time does Mum wake up?

- A. 9:00 am
- B. 10:30 am
- C. 9:30 pm
- D. 10:00 pm

3EL1 Part 2 Q.1

Understanding the Connection of Ideas with Causal Relationship

- Most students were able to identify the reason why Susan’s mum did not feel well when they heard:

Susan: ... *You look tired. Are you alright?*

Mum: *I don’t feel well because my face feels hot.*

2. Why doesn’t Mum feel well?

- A. She is sad.
- B. She is cold.
- C. She feels hot.
- D. She did not sleep.

3EL1 Part 2 Q.2

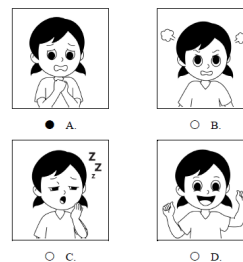
Understanding Basic Differences in Intonation

- Most students were able to identify that Susan was worried when they heard:

Mum: *I don’t feel well because my face feels hot.*

Susan: *That’s so bad!*

3. How does Susan feel?



3EL1 Part 2 Q.3

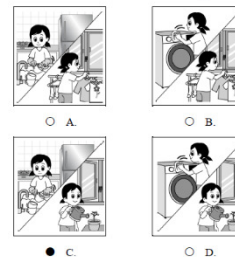
Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by ‘and’. They were able to identify what housework Susan did in the morning when they heard:

Mum: *Wash the cups and water the plants.*

Susan: *That’s easy.*

7. What housework does Susan do in the morning?



3EL1 Part 2 Q.7

Task Name: A New Restaurant (Conversation)

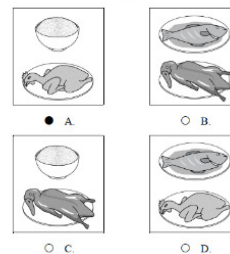
Task Content: Susan talked to her dad about a new restaurant.

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas contrasted by ‘but’. They were able to identify the food that Susan and her grandma ate when they heard:

Susan: *The restaurant is famous for its duck and fish. But we had rice and chicken.*

2. Which food did Susan and her grandma eat?



3EL2 Part 1A Q.2

Discriminating a Small Range of Ending Sounds

- Most students could discriminate ending sounds ‘*ck*’, ‘*ff*’, ‘*ss*’ and ‘*t*’. They could identify Susan and her grandma went to ‘*Jess Restaurant*’ from ‘*Jeck Restaurant*’, ‘*Jeff Restaurant*’ and ‘*Jet Restaurant*’ (3EL2 Part 1A Q.1).

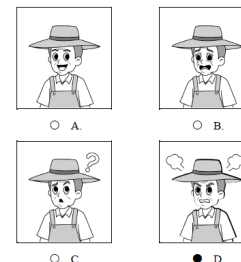
Task Name: Greedy Monkey (Story)

Task Content: Susan’s mum told Susan a story. It was about a greedy monkey.

Understanding Basic Differences in Intonation

- Most students were able to identify the picture of Uncle Sam being angry when they heard:
Susan’s mum: *When Uncle Sam sees the monkey, he picks up a stick and shouts, “Go away, naughty monkey!”*

4. How does Uncle Sam feel?



3EL2/3 Part 2 Q.4

Identifying Key Words on Familiar Topics with Straightforward Verbal Cues

- Most students could identify key words on familiar topics such as ‘fruits’ with straightforward verbal cues. They were able to identify that the monkey took mangoes when they heard:

Susan’s mum: ... *There are apples, oranges, pears and mangoes in the boxes. It takes a big box of mangoes. It is greedy.*

6. What does the monkey take?
- A. apples
- B. oranges
- C. pears
- D. mangoes

3EL2/3 Part 2 Q.6

Discriminating a Small Range of Initial Consonants

- Most students were able to discriminate initial consonants ‘B’, ‘F’, ‘H’ and ‘R’. They could identify that the monkey ran back to ‘Bon Bon Forest’ instead of ‘Fon Fon Forest’, ‘Hon Hon Forest’ and ‘Ron Ron Forest’ (3EL2/3 Part 2 Q.5).

Task Name: Susan Goes Swimming (Conversation)

Task Content: Susan talked to her grandpa about her swimming lessons.

Understanding the Connection of Ideas with Causal Relationship

- The majority of students were able to understand the reason why Susan liked her teacher when they heard:

Susan: ... *I like her because she’s kind.*

4. Why does Susan like her teacher?
- A. Her teacher is beautiful.
- B. Her teacher is kind.
- C. Her teacher is strong.
- D. Her teacher is tall.

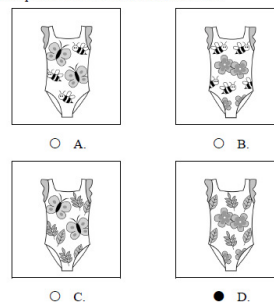
3EL3 Part 1A Q.4

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 which showed Susan’s new swimsuit when they heard:

Susan: ... *Grandpa, look at my new swimsuit. It has leaves and flowers on it.*

5. Which picture shows Susan’s new swimsuit?



3EL3 Part 1A Q.5

Discriminating a Small Range of Initial Consonants

- Most students were able to discriminate initial consonants ‘F’, ‘K’, ‘M’ and ‘T’. They could identify that Susan went swimming at ‘Mico Swimming Pool’ instead of ‘Fico Swimming Pool’, ‘Kico Swimming Pool’ and ‘Tico Swimming Pool’ (3EL3 Part 1A Q.2).

Primary 3 Reading**Design of Reading Papers**

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

<i>Tasks</i>	<i>Text Types</i>
Music Classes	Advertisement
Four Jobs	Notes
Billy Saves the Dolphins	Story
Sports Classes	Advertisement
Four Seasons	Notes
A Big Kiss	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 advertisements
- understand the connection of ideas by following pronoun references in a story and the notes
- predict the meaning of unfamiliar words with contextual clues and pictorial cues

Task Name: Music Classes (Advertisement)

Task Content: Joe read an advertisement for music classes.

Happy Music School

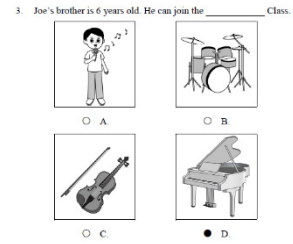
Dates: 1st August - 31st August
Time: 2 pm - 4 pm

<p>Piano Class \$600 Mondays Age: 5-10 Teacher: Miss Lee</p> 	<p>Violin Class \$500 Wednesdays Age: 7-15 Teacher: Mr. Chan</p> 
<p>Drum Class \$300 Thursdays Age: 12-16 Teacher: Mr. Wong</p> 	<p>Singing Class \$250 Fridays Age: 8-12 Teacher: Miss Lee</p> 

Come and join us!
Call Miss Ho on 2076 4396.

Recognising Key Words Related to Daily Life Experiences

- Most students could recognise key words related to daily life experiences, e.g. ‘musical instruments’ and ‘age’. By referring to the advertisement, students were able to tell that Joe’s brother could join the Piano Class.



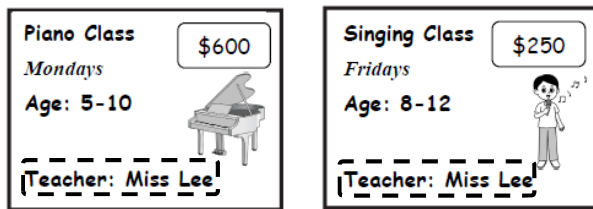
3ERW1/2 Part 1 Q.3

Understanding the Connection between Ideas

- Most students could understand the connection between ideas in the advertisement. They were able to identify that Miss Lee taught two classes by referring to the information about the Piano and Singing Classes:

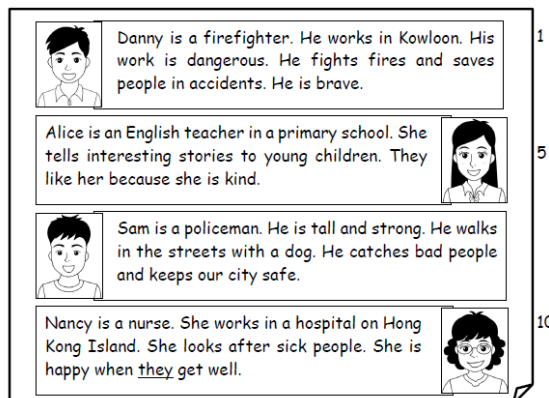
4. Who teaches two classes?
- A. Miss Lee ○ B. Mr Chan
○ C. Miss Ho ○ D. Mr Wong

3ERW1/2 Part 1 Q.4



Task Name: Four Jobs (Notes)

Task Content: Joe wrote some notes about jobs.



Understanding the Connection between Ideas with Causal Relationship

- The majority of students could understand the connection of ideas linked by ‘because’ in the notes. They were able to identify the reason why the children liked Alice by referring to the notes ‘*They like her because she is kind.*’.

3. Why do the children like Alice?

- A. She is kind.
- B. She teaches English.
- C. She is strong.
- D. She saves people.

3ERW1 Part 2 Q.3

Recognising Key Words on Familiar Topics

- The majority of students could recognise key words on familiar topics such as ‘places’. By referring to the notes, students were able to tell that Nancy worked in a hospital.

6. Nancy works in _____



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

3ERW1 Part 2 Q.6

Task Name: Billy Saves the Dolphins (Story)

Task Content: Joe read a story about how Billy saved the dolphins.

Billy Saves the Dolphins

1

Billy works at a beach. He sells toys, swimsuits and sunglasses, but not food. Many people go to the beach. Their favourite activity is watching dolphins.

5

Some pink dolphins like to swim close to the beach. When they are near, the people there are very happy. Some people follow the dolphins with boats. But the boats sometimes hit them. The dolphins swim far away because they do not feel safe.

10

Billy is sad. He wants to help the dolphins. He makes a huge rubber duck. The size is very large. He also makes three small rubber ducks. He paints their bodies yellow and their tails red and green. Then he pulls them out to the sea.

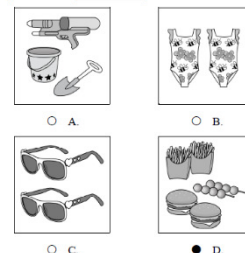
15

The ducks are cute. Many people come to take photos of the ducks. They feel excited and forget about the dolphins. The dolphins are now safe. Billy is happy.

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas contrasted by ‘but’ in a story. They were able to identify Billy did not sell food by referring to the story ‘... *He sells toys, swimsuits and sunglasses, but not food.*’.

1. Billy does not sell _____



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

3ERW1/3 Part 3 Q.1

Understanding the Connection between Ideas Using Cohesive Devices

- The majority of students could understand the connection of ideas linked by ‘and’ in the notes. They were able to answer that people went to beaches and swimming pools in summer by referring to the notes ‘*People swim at beaches and in swimming pools.*’

3. In summer, people go to _____.
- A. hills and parks
 - B. parties and parks
 - C. beaches and swimming pools
 - D. shopping centres and friends’ homes

3ERW2/3 Part 2 Q.3

Recognising Key Words Related to Daily Life Experiences

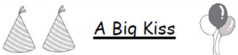
- The majority of students could recognise key words related to daily life experiences, e.g. ‘activities’. By referring to the notes, students were able to tell that people liked to go hiking in autumn.

5. In autumn, people like to _____.
- A. go hiking
 - B. go swimming
 - C. plant trees
 - D. look at flow

3ERW2/3 Part 2 Q.5

Task Name: A Big Kiss (Story)

Task Content: Joe read a story about Lisa’s birthday.



A Big Kiss

1
2
3
4
5
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11
12
13
14
15

Today is Lisa's birthday. Lisa is sad because no one remembers her birthday. Her parents are busy. Mum does the housework all morning. Dad works in many places like Canada, France and Korea. Now, he works in Japan.

At noon, Mum asks Lisa to go to buy eggs and fruit. When she gets back home, she sees her friends. They wear party hats and hold balloons. There are birthday cards, sandwiches and drinks on the table, but there is no cake.

Then, Lisa's friends sing a birthday song to her. They also give her gifts. But she feels down. She misses Dad and starts to cry.

The doorbell rings. Lisa opens the door. She gets a birthday cake from a man. The man wears sunglasses and a mask. He then takes them off. Lisa shouts, "It's Dad!" She gives him a big kiss. Everyone claps happily.

Understanding the Connection between Ideas with Causal Relationship

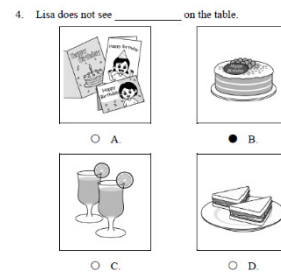
- Many students could understand the connection of ideas linked by ‘because’ in a story. They were able to identify the reason why Lisa was sad by referring to the story ‘*Lisa is sad because no one remembers her birthday.*’

1. Read lines 2 – 3. Why is Lisa sad?
- A. No one remembers her birthday.
 - B. She is busy.
 - C. Mum tells her to do the housework.
 - D. She cannot see her friends.

3ERW2 Part 3 Q.1

Understanding the Connection between Ideas Using Cohesive Devices

- Many students could understand the connection of ideas contrasted by 'but' in a story. They were able to identify that Lisa did not see a cake on the table by referring to the story 'There are birthday cards, sandwiches and drinks on the table, but there is no cake'.



3ERW2 Part 3 Q.4

Predicting the Meaning of Unfamiliar Words with Contextual clues

- With the help of contextual clues, many students were able to predict the meaning of unfamiliar words in the story. They could predict the meaning of the unfamiliar word 'down' correctly with the help of the contextual clue 'She misses Dad and starts to cry'.
6. Read line 11. The word 'down' means _____.
- A. busy B. happy
○ C. hungry D. sad

3ERW2 Part 3 Q.6

Primary 3 Writing**Design of Writing Papers**

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

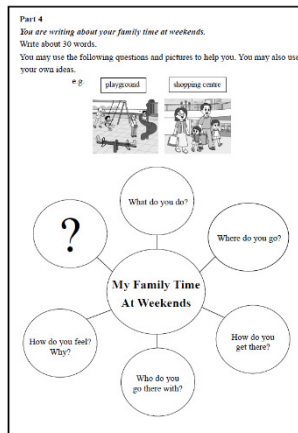
<i>Tasks</i>	<i>Text Types</i>
My Family Time At Weekends	Personal Description
At the Zoo	Story
My Favourite School Activity	Letter

Performance of Primary 3 Students Achieving Basic Competency in Writing Tasks

In general, students understood the task requirements in the writing tasks. For 'My Family Time At Weekends' and 'My Favourite School Activity', students were able to provide relevant ideas using the prompts. In terms of language, students were able to use a limited range of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes in the writing tasks. For 'At the Zoo', students were able to provide a factual account of the story based on the pictures with almost no supporting details.

My Family Time At Weekends (3ERW1 Part 4)

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



Student Exemplar 1

My Family Time At Weekends

At Weekends, My Family took me to a playhouse, The playhouse makes me interesting. First, I played with my sister at the kitchen. Then, I played the swing. In the end, I feel so happy. Because I played a lot of games.

Annotations: A box labeled '1' is placed above the first sentence. Arrows point from the question circles to the corresponding parts of the text: 'Where do you go?' points to 'a playhouse'; 'Who do you go there with?' points to 'my sister'; 'How do you feel? Why?' points to 'I feel so happy. Because I played a lot of games'. A circle labeled '1' is placed to the left of the first sentence, with an arrow pointing to 'What do you do?'. The word 'kitchen' is circled in the text.

Content:

1 Provides brief and relevant ideas to the questions

Language:

- ◆ Uses a limited range of vocabulary: *took, playhouse, interesting, played, sister, swing, feel, happy, games*
- Writes short and simple sentences: *At Weekends, My Family took me to a playhouse, ... In the end, I feel so happy, ...*
- ~ Uses a limited range of cohesive devices: *First, Then, In the end, Because*
- ▲ Makes some grammatical mistakes: *The playhouse makes me interesting, ... Then, I played the swing,*
- Makes one spelling mistake: *kichnd (kitchen)*
- ◆ Uses wrong capitalisation and punctuation mark: *Weekends (weekends), My Family (my family), ‘,’ (‘.’)*

Student Exemplar 2

My Family Time At Weekends

Where do you go? Who do you go there with?

How do you get there? How do you feel? Why?

What do you do?

[I go to the park the with my family but not my big brothe because he is in canada.] [I go there by foot] [I feel a little tierd because I play football with my friends.] Some times I don't play football but badminton]

Content:

- 1 Provides brief and relevant ideas to the questions

Language:

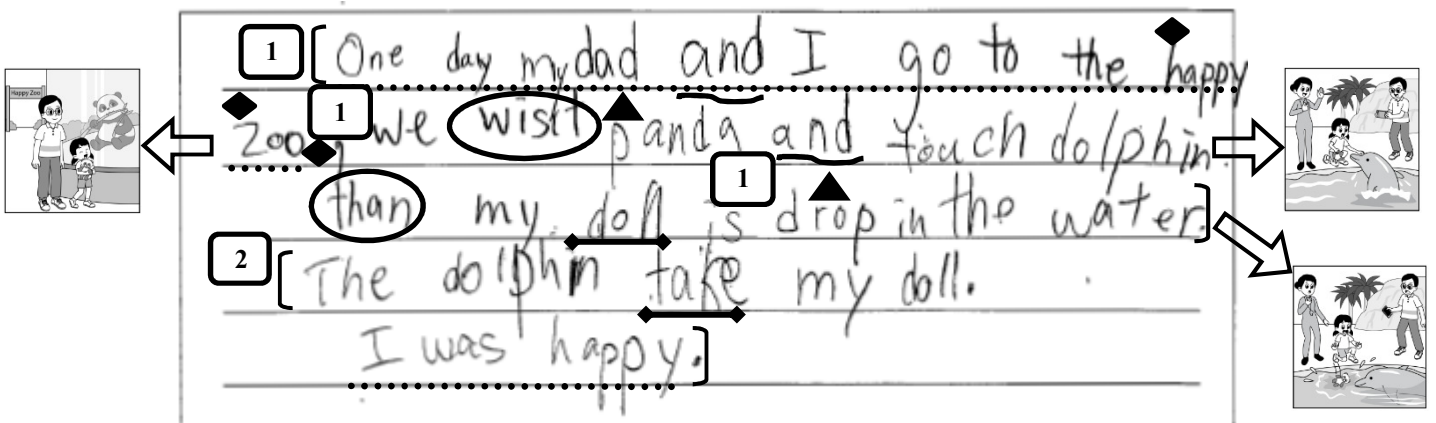
- ◆ Uses a limited range of vocabulary: *park, big, foot, little, play, football, friends, badminton*
- Writes short and simple sentences: *I go there by foot.*
- ~ Uses some cohesive devices: *but, because*
- ▲ Makes some grammatical mistakes: *I go to the park the with my family but not my big brothe because he is in canada. ... I go there by foot.*
- Makes some spelling mistakes: *brothe (brother), tierd (tired), Some times (Sometimes)*
- ◆ Uses wrong capitalisation: *canada (Canada)*

At the Zoo (3ERW2 Part 4)

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



Student Exemplar 3



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: *doll, take*
- Writes short and simple sentences: *One day my dad and I go to the happy zoo... I was happy.*
- ~ Uses a limited range of cohesive devices: *and*
- ▲ Makes some grammatical mistakes: *...we visit panda and touch dolphin. than my doll is drop in the water.*
- Makes some spelling mistakes: *wisit (visit), than (then)*
- ◆ Uses wrong capitalisation and punctuation mark: *happy zoo (Happy Zoo), ', ' (':')*

Student Exemplar 4

Happy Zoo

1 [Susan and her Dad went to the Happy Zoo. Susan visit the panda and she touch the dolphin.] and her tebbby Bear drop to the water. and dolphin hlep her. and She was happy.

1

2

Content:

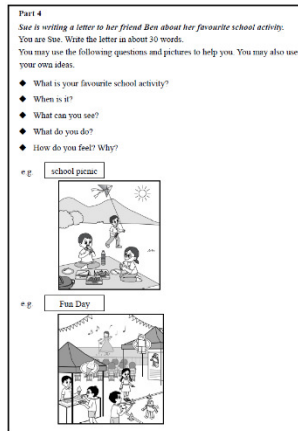
- 1 Provides a factual account of the story based on the pictures
- 2 An ending is given to the story

Language:

- ◆ Uses a limited range of vocabulary: *went, Bear*
- Writes short and simple sentences: *Susan Visit the panda and She touch the dolphin.... She was happy.*
- ~ Uses a limited range of cohesive devices: *and*
- ▲ Makes some grammatical mistakes: *... She touch the dolphin. and her tebbby Bear drop to the water. and dolphin hlep her. and She was happy.*
- Makes some spelling mistakes: *tebbby (teddy), hlep (help)*
- ◆ Uses wrong capitalisation: *Happy zoo (Happy Zoo), Dad (dad), Visit (visit), She (she), Bear (bear)*

My Favourite School Activity (3ERW3 Part 4)

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



Student Exemplar 5

13th June 20XX

Dear Ben,

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

1 [My favourite school activity is Fun Day. Fun Day can

play rocat and buy ice-cream. You can listen to people sing

carlos and eat ice-cream. You can play football there.]

1 [I like Fun Day very much. I feel joyful.]

Content:

1 Provides brief and relevant ideas to the questions

Language:

- ◆ Uses a limited range of vocabulary: *buy, ice-cream, listen, people, sing, eat, football, feel, joyful*
- Writes short and simple sentences: *My favourite school activity is Fun Day. ... You can play football there.*
- ~ Uses a limited range of cohesive devices: *and*
- ▲ Makes one grammatical mistake: *Fun Day can play rocat and buy ice-cream.*
- Makes some spelling mistakes: *rocat (robot), carlos (carols)*

Student Exemplar 6

13th June 20XX

Dear Ben,

How are you? Let me tell you about my favourite school activity. 1

My favourite school activity is school picnic. It is in spring. I can see many flower and trees. I plays bedminton. I feel Happy because there are many Classmates play with me. 1

How do you feel? Why? 1

What is your favourite school activity? ←

What can you see? ←

What do you do? ←

When is it? →

Content:

1 Provides brief and relevant ideas to the questions

Language:

- ↔ Uses a limited range of vocabulary: *spring, see, flower, trees, plays, feel, Happy, Classmates*
- Writes short and simple sentences: *My favourite school activity is school picnic. It is in spring.*
- ~ Uses a limited range of cohesive devices: *and, because*
- ▲ Makes some grammatical mistakes: *I can see many flower and trees. ... I plays bedminton I feel Happy because There are many Classmates play with me.*
- Makes one spelling mistake: *bedminton (badminton)*
- ◆ Uses wrong capitalisation: *Happy (happy), There (there), Classmates (classmates)*

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 2024

Primary 3 Listening

Good Performance in Listening Tasks

Students with good performance were able to:

- discriminate a small range of vowel sounds

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

Discriminating a Small Range of Vowel Sounds

- The more able students were able to discriminate vowel sounds ‘a’, ‘i’, ‘o’ and ‘u’. They could identify the name of the shopping centre as ‘*Mippy Shopping Centre*’ from ‘*Mappy Shopping Centre*’, ‘*Moppy Shopping Centre*’ and ‘*Muppy Shopping Centre*’ (3EL1/2 Part 1B Q.1).

Primary 3 Reading

Good Performance in Reading Tasks

Students with good performance were able to:

- follow the pronoun references
- predict 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.

My Family Time At Weekends (3ERW1 Part 4)

Student Exemplar 7

My Family Time At Weekends

Who do you go there with?

Where do you go?

How do you get there?

What do you do?

How do you feel? Why?

Content:

1 Provides relevant ideas to the questions with some supporting details

Language:

- ◆◆ Uses a small range of vocabulary: *park, Tai Wai, play, slide, swing, seesaw, facility, feel, hot, happy, enjoy, together*
- Uses a small range of sentence patterns: *Even we feel hot after playing, but we are also happy, because we can enjoy our weekend together.*
- ~ Uses a small range of cohesive devices: *and, but, because*
- ▲ Makes a few grammatical mistakes: *...my family and me always go to the park... We go there by walking. We always play slide, swing, seesaw and lots of other facility.*

Student Exemplar 8

My Family Time At Weekends

Today, I will tell what I do at weekend. [I play and run there. It is a playground.]

[I go there on foot. There are a swing, see-saw, and a slide. I go there with my friends and my family.]

[I feel very joyful and glad there because it is fun and the place was huge. I go there in sunny days.]

Sometimes, I don't want to go home.

What do you do?

Where do you go?

How do you get there?

Who do you go there with?

How do you feel? Why?

Content:

1 Provides relevant ideas to the questions with some supporting details

Language:

- ◆ Uses a small range of vocabulary: *play, run, playground, on foot, swing, see-saw, slide, friends, feel, joyful, glad, fun, place, huge, sunny, Sometimes, want, home*
- Uses a small range of sentence patterns: *I feel very joyful and glad there because it is fun and the place was huge.*
- ~ Uses a small range of cohesive devices: *and, because*
- ▲ Makes a few grammatical mistakes: *Today, I will tell what I do at weekend. ... There are a swing, see-saw and a slide. ... I go there in sunny days.*

At the Zoo (3ERW2 Part 4)

Student Exemplar 9

The image shows a student's handwritten story on lined paper. The text is:

1 [Today, Dad and Susan go to Happy Zoo.

1 They are happy.

1 First, they visit the pandas.] Susan says,

1 "Dad, the pandas are so cute!" then they

see the dolphins. Susan touches the dolphin.]

1 Susan drops the doll in the water she

very sad.] The dolphin takes the doll to

Susan. She says, "Thank you, dolphin!" Susan

is happy.

After that, they go home. They feel

luckily today.]

Annotations include numbered boxes (1, 2) and symbols (arrow, diamond, triangle, circle) pointing to specific parts of the text. There are four small illustrations: a family at a zoo, a family with a panda, a family with a dolphin, and a family with a dolphin.

Content:

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

Language:

- ↔ Uses a small range of vocabulary: *Today, says, cute, doll, sad, takes, Thank you, feel*
- Uses a small range of sentence patterns: *The dolphin takes the doll to Susan. She says, 'Thank you, dolphin!' Susan is happy.*
- ~ Uses a small range of cohesive devices: *First, then, After that*
- ▲ Makes a few grammatical mistakes: *Susan drops the doll in the water she very sad.*
- Makes one spelling mistake: *luckly (lucky)*
- ◆ Uses wrong capitalisation: *then (Then)*

Student Exemplar 10



1 [Last Sunday, I went to a zoo. Fist, I visited a panda. It is very big.] →

1 [Then, I went to watched dolphin show. I touched the dolphin too. 1 Dad took a photo at the dolphin too. We felt over the moon.] ←

1 [Suddenty, my panda toy dropped in the water. I was sad.] →

2 [At the end, dad bought a new panda toy for me. I was so happy.]

**Content:**

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

Language:

- ↔ Uses a small range of vocabulary: *Last Sunday, went, big, show, took, photo, over the moon, toy, sad, bought, new*
- Uses a small range of sentence patterns: *I touched the dolphin too. Dad took a photo at the dolphin too. ... At the end, dad bought a new panda toy for me. I was so happy.*
- ~ Uses a small range of cohesive devices: *Then, At the end*
- ▲ Makes a few grammatical mistakes: *I went to watched dolphin show. ... Dad took a photo at the dolphin too.*
- Makes some spelling mistakes: *Fist (First), Suddenty (Suddenly), dropped (dropped)*

My Favourite School Activity (3ERW3 Part 4)

Student Exemplar 11

13th June 20XX

Dear Ben,

How are you? Let me tell you about my favourite school activity. [My 1]

favourite school activity is school picnic.]

[1] (The school picnic is on the last Sunday I go to the country park. I go there by school bus with my teacher and classmates. We [1] can see some beautiful trees and flowers and take photos. We can [1] eat some food like chicken wings, sandwiches and cakes. They are [1] yummy!)

[1] (I am joyful because I like eat the yummy food.)

Annotations:

- What is your favourite school activity? (points to "favourite school activity is school picnic.")
- When is it? (points to "The school picnic is on the last Sunday")
- What can you see? (points to "beautiful trees and flowers")
- What do you do? (points to "eat some food like chicken wings, sandwiches and cakes")
- How do you feel? Why? (points to "I am joyful because I like eat the yummy food")

Content:

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

Language:

- ◆ Uses a small range of vocabulary: *last Sunday, country park, school bus, teacher, classmates, beautiful, trees, flowers, take photos, eat, chicken wings, sandwiches, cakes, yummy, joyful, food*
- Uses a small range of sentence patterns: *I go there by school bus with my teacher and classmates. ... We can eat some food like chicken wings, sandwiches and cakes. They are yummy!*
- Uses a small range of cohesive devices: *and, because*
- ▲ Makes a few grammatical mistakes: *The school picnic is on the last Sunday. ... I like eat the yummy food.*

Student Exemplar 12

13th June 20XX

Dear Ben,

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

1 [My favourite school activity is school picnic. it is in the Autumn.] [On the school picnic, we can go to the park and see some flowers and trees.]

1 [In the park, we can fly a kite, eat some food and take some photos. What a fun day!]

How do you feel? Why?

What is your favourite school activity?

When is it?

What do you do?

What can you see?

Content:

1 Provides relevant ideas to the questions with some supporting details

Language:

- ◆◆ Uses a small range of vocabulary: *Autumn, park, see, flowers, trees, fly, kite, eat, food, take, photos, fun*
- Uses a small range of sentence patterns: *My favourite school activity is school picnic, it is in the Autumn. ... In the park, we can fly a kite, eat some food and take some photos. What a fun day!*
- ~ Uses a small range of cohesive devices: *and*
- ▲ Makes a few grammatical mistakes: *... it is in the Autumn. On the school picnic, we can go to the park...*
- ◆◆ Uses wrong capitalisation and punctuation mark: *‘,’ (‘.’), it (It), Autumn (autumn)*

Primary 3 Speaking

Students with good performance demonstrated competence in the following areas:

Reading Aloud

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

My Lunch (3ES01)

I Love Reading (3ES03)

My Class Teacher (3ES05)

On a Sunny Day (3ES07)

Expression of Personal Experiences

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

Picture Description

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

General Comments on Primary 3 Student Performances

Primary 3 Listening

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

Primary 3 Reading

- Students were able to recognise key words on familiar topics (e.g. ‘places’, ‘days of the week’) and those related to daily life experiences (e.g. ‘feelings’). With the help of

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

- Students were generally able to understand the connection between ideas using cohesive devices such as ‘and’ and ‘but’. They could understand the causal relationship of ideas.
- Students could understand the connection of ideas by following pronoun references in a story and the notes.

Primary 3 Writing

- There were three writing tasks in the three sub-papers. For ‘*My Family Time At Weekends*’, students were asked to write about their family time at weekends. Question prompts were given to help students write: ‘*What do you do?*’, ‘*Where do you go?*’, ‘*How do you get there?*’, ‘*Who do you go there with?*’ and ‘*How do you feel? Why?*’. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.
- In ‘*At the Zoo*’, students were given word prompts ‘visit / panda’, ‘touch / dolphin’ and ‘drop / water’ for the three pictures and were asked to write a story about Susan and her dad. They were also asked to provide an ending to the story. Students were generally able to write a factual account of the story with an ending. The description was quite clear. Students were familiar with the topic and provided relevant ideas related to the pictures.
- In ‘*My Favourite School Activity*’, students were asked to write about their favourite school activity. Question prompts were given to help students write: ‘*What is your favourite school activity?*’, ‘*When is it?*’, ‘*What can you see?*’, ‘*What do you do?*’ and ‘*How do you feel? Why?*’. Students were in general able to respond to the questions with relevant ideas. The ideas provided by the students were quite clear.

My Family Time At Weekends

Providing Ideas Based on the Question Prompts

- Students were in general able to write about their family time at weekends. They were familiar with the topic and could provide relevant ideas to the questions. The ideas were quite clear. They were able to describe what they did with their family at weekends, where they went to and how they got there. They could also write about how they felt and why. Relevant and brief ideas were given:
 - *I play on the playground with my family in tai wai playground. I went to the playground by mini bus. I go there with my brother. I feel joyful and glad.*

- The more capable students were able to provide ideas relevant to the topic with some supporting details. The ideas were clear and coherent. For example:
 - *'Last Saturday, my parents and went to the shopping centre. My mum bought some snack in the shopping centre. Then, we had a afternoon tea there. We ate hot dogs and drank lemon tea, they are yummy. Then, we went to a theme park. My Dad didn't want to go on rides so my Mum and me go one rides together. It is funny. I felt joyful in my family time at weekends because I could went to the shopping centre and the theme park. ...'*

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: 'interesting', 'yummy', 'play' 'swing' and 'home'. The sentences written by students were short and simple, e.g. 'I go to the park with my family.', 'I go there by foot.', 'We were excited.'. Some students were able to link ideas using 'and' and 'because': 'At weekend, my mum, dad and me go to the shopping centre.', 'I feel so happy, Because I played a lot of games.'.
- 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:
 - *At the shopping centre, we bought some french fries and three hamburger.*
 - *Then, my mum goes to the sweets shop because she likes eating sweets. I like eating sweets too! She buys some chocolate.*

At the Zoo

Providing Ideas Based on the Pictures and Word Prompts

- Students were in general able to write a short story based on the pictures using the word prompts 'visit / panda', 'touch / dolphin' and 'drop / water': *First, they went to visit the panda. And then they went to touch the dolphins but then Susan dropped her panda doll in the water!* The description was quite clear.
- The more capable students were able to provide some supporting details to the ideas relevant to the topic:
 - *Today Susan and he family goes to visit to Happy Zoo. First they went to the panda exhibit to see some cute pandas eating bamboos. Then Susan went to touch the dolphin's head and then, Oh no! She dropped her panda toy into the water. Then,*

her brave father jumped into the water and caught the panda toy. So in the end, everything worked out.

Providing an Ending to the Story

- Students were able to provide a brief ending to the story:
 - *In the end, the dolphin help her. She feels happy now.*
 - *The dolphin got the doll and give back to Susan.*
 - *At last, Susan's dad bought Susan a new panda.*
- The more capable students were able to end the story with some supporting details. For example:
 - *Then the dolphin picked the panda toy up and gave it back to Susan, Susan was happy now!*
 - *In the end the dolphin used its beak to bring the panda doll back to Susan.*
 - *The dolphin takes the doll to Susan. She says, 'Thank you, dolphin!' Susan is happy. After that, they go home. They feel luckly today.*

Using Word Prompts in the Pictures

- Some students used the word prompts given in the first picture to write the story: *Today, Dad and I go to Happy zoo to visit panda.*

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

- Students used a limited range of vocabulary in the story. The vocabulary was generally related to the topic: 'today', 'bring', 'doll', 'help', 'took', 'sad'. The sentences given were short and simple, e.g. 'Today, I went to the zoo. I went to visit the pandas!'.
- Students were able to use cohesive devices to link ideas (e.g. *and, so, but*).
- Students made some grammatical mistakes in their writing (e.g. subject-verb disagreement, incorrect expressions). Incorrect use of 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:
 - *Last Sunday, I went to a zoo. First, I visited a panda. It is very big. Then, I went to watched dolphin show. I touched the dolphin too. Dad took a photo at the dolphin too. We felt over the moon. Suddenty, my panda toy droped in the water. I was sad. At the end, dad bought a new panda toy for me. I was so happy.*

My Favourite School Activity

Providing Ideas Based on the Question Prompts

- Students were in general able to write about their favourite school activity. 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 school activity, what they did and saw in their favourite school activity. They could also write about how they felt and why. Relevant and brief ideas were given:
 - *It was the school picnic! It was on the 2nd June, 2024. I can see kites and the sun. I had a picnic. I ate sandwiches and drank juice. I felt so 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 school activity is school picnic. Last Monday, my teacher took us to Tai Lam country park. There were big, I played hide and seek, music chair with my classmates. At lunch, I ate some biscuits and some bread, I shared with my classmates too. I saw some kites were flying, they were beautiful.'*

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: 'like', 'kite', 'sun', 'park', 'happy' and 'teachers'. The sentences written by students were short and simple, e.g. 'I flew a kite.', 'We eat some food.', 'I am happy and tired.'. Some students were able to link ideas using 'and', 'also' and 'too': 'I can eat food and fly a kite.', 'I like watching people play the robots, and I also like to play the robot game too!'.
- 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:
 - *We ate sandwiches, a box of chicken wing and a box of French fries. They were yummy!*
 - *After we ate our lunches, it was time to go home. I was tired but happy.*

Primary 3 Speaking

Reading Aloud

- Many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. Students were familiar with the topics. However, pausing and intonation were relatively weak for some students.
- Some common mistakes were found in students. They dropped the final consonant in 'lunch', 'meat', 'with', 'kind', 'teaches' and 'sports'. When reading the texts aloud, some students also mispronounced words such as 'hobby' and 'enjoy'. Some students were unable to read words such as 'Saturdays', 'vegetables' and 'strong'.
- Some students mispronounced 'for' as 'of', 'bedtime' as 'bad time', 'cheerful' as 'careful', 'Mr' as 'Ms' and 'sunny day' as 'Sunday'.

Expression of Personal Experiences

- Many students were able to provide relevant responses to the questions from the oral examiners. The topics were related to their daily life experiences. Students were generally able to provide relevant answers to Wh-questions (e.g. 'Who do you have lunch with on Saturdays?', 'Which class are you in?', 'Who is your class teacher?').
- Some students had difficulty in answering some questions. They had a limited range of vocabulary to express their ideas. When asked 'What do you usually eat for lunch?' in 3ES01 (*The Food I Eat*), some students answered the question in very few words. Some students also hesitated when answering the questions 'When do you go there?' in 3ES03 (*School Library*) and 'Where is your classroom?' in 3ES05 (*Class Teacher*).
- Only the more able students could provide elaboration on their answers to questions such as 'What can you do there?' in 3ES03 (*School Library*), 'What does he/she look like?' in 3ES05 (*Class Teacher*) and 'Do you like the weather today? Why / Why not?' in 3ES07 (*Sunny Days*).

Picture Description

- Students were in general able to provide natural and relevant responses based on the pictures. The topics were familiar to them. They were able to answer Wh-questions despite a few mistakes in pronunciation (e.g. 'What is this man doing?' in 3ES02, 'What does this girl want to buy?' in 3ES04 and 'What is the weather like?' in 3ES08).
- Some students experienced difficulty in answering questions of what the people in the pictures are going to say (e.g. 'What does this girl say?' in 3ES06).
- 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 Zoo*); they did not know how to say that the boy was feeding the monkey due to a lack of vocabulary.

- Students also experienced difficulty in giving reasons for their answers. For example, when asked ‘*Why does this girl cover her ears?*’ in 3ES06 (*In a Music Lesson*), some students were unable to say that the music was too loud or it was too noisy. When asked ‘*Is it right to do that? Why / Why not?*’ in 3ES06 (*In a Music Lesson*), some students were unable to point out that the boy in the picture should not eat in the lesson.

Overview of Primary 3 Student Performances in English Language in 2019, 2023 and 2024

The percentage of students achieving Basic Competency in 2019, 2023 and 2024 is provided in Table 7.9. Table 7.10 summarises the comparison.

Table 7.9 Percentage of Students Achieving English Language Basic Competency in 2019, 2023, 2024**

Year	% of Students Achieving English Language Basic Competency
2019	79.8
2023	79.5
2024	78.7

** 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 2019, 2023 and 2024

Year Reading	2019	2023	2024	Remarks
Strengths	<ul style="list-style-type: none"> 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. 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. Students could understand the connection of ideas by following pronoun references in diaries and stories. Students were able to predict the meaning of unfamiliar words in stories with contextual clues and pictorial cues. 	<ul style="list-style-type: none"> Students were able to recognise key words on familiar topics (e.g. ‘subjects’) and those related to daily life experiences (e.g. menus). Contextual clues and pictorial cues were useful to students. Students were generally able to understand the connection between ideas using cohesive devices such as ‘and’ and ‘too’. They could also understand the connection of ideas in a menu. Students could understand the connection of ideas by following pronoun references in letters and stories. 	<ul style="list-style-type: none"> Students were able to recognise key words on familiar topics (e.g. ‘days of the week’) and those related to daily life experiences (e.g. ‘feelings’). Contextual clues and pictorial cues were useful to students. Students were generally able to understand the connection between ideas using cohesive devices such as ‘and’ and ‘but’. They could also understand the connection of ideas in advertisements. Students could understand the connection of ideas by following pronoun references in notes and the story (<i>3ERW1/3 Part 3</i>). 	<ul style="list-style-type: none"> Predicting the meaning of unfamiliar words was still a challenge for some students.
Weaknesses	<ul style="list-style-type: none"> Only the more able students could recognise key words about feelings. Only the more able students could understand the connection of ideas linked by ‘and’ in stories. 	<ul style="list-style-type: none"> Only the more able students could recognise key words related to daily life experiences about time in the story. Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues. 	<ul style="list-style-type: none"> Only the more able students could understand the connection of ideas by following pronoun references in the story (<i>3ERW2 Part 3</i>). Only the more able students could predict the meaning of unfamiliar words in stories with the help of contextual clues. 	

Year Writing	2019	2023	2024	Remarks
Strengths	<ul style="list-style-type: none"> 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. In ‘Things I Do After School’, students were generally able to respond to the questions with brief but relevant ideas. Students were able to use cohesive devices (e.g. ‘and’, ‘because’) to link ideas. 	<ul style="list-style-type: none"> In the writing task ‘Naughty Susan’, students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. In ‘My Favourite Toy’, students were generally able to respond to the questions with brief but relevant ideas. In ‘My Favourite Animal’, students were generally able to provide relevant ideas using the prompts (e.g. what their favourite animal looked like and why they liked it). Students were able to use cohesive devices (e.g. ‘and’, ‘because’, ‘when’) to link ideas. 	<ul style="list-style-type: none"> In the writing task ‘My Family Time At Weekends’, students were generally able to provide relevant ideas using the prompts (e.g. what they did with their family at weekends, where they went to and how they got there). In ‘At the Zoo’, students were generally able to write a factual account of the story with an ending. The ideas provided were quite clear and relevant. In ‘My Favourite School Activity’, students were generally able to respond to the questions with brief but relevant ideas. Students were able to use cohesive devices (e.g. ‘and’, ‘but’, ‘because’) to link ideas. 	<ul style="list-style-type: none"> Students were able to provide relevant but brief ideas in the writing tasks. Some students could only use a limited range of vocabulary and sentence patterns in their writing. Grammatical and spelling mistakes were common among students.
Weaknesses	<ul style="list-style-type: none"> Only the more able students were able to provide ideas with some supporting details. Spelling mistakes were common among students. Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still common in students’ writing. 	<ul style="list-style-type: none"> Only the more able students were able to provide ideas with some supporting details. Spelling mistakes were evident among students. Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still commonly found in students’ writing. 	<ul style="list-style-type: none"> Only the more able students were able to provide ideas with some supporting details. Spelling mistakes were common among students. Grammatical mistakes (e.g. subject-verb disagreement, incorrect expressions) were still common in students’ writing. 	

Year Listening	2019	2023	2024	Remarks
Strengths	<ul style="list-style-type: none"> 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. 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’. Students were able to discriminate words with a small range of consonant sounds (e.g. ‘Tam’ from ‘Kam’, ‘Lam’ and ‘Yam’). Students could understand basic differences in intonation when the speakers were happy, surprised and worried. 	<ul style="list-style-type: none"> Students could identify key words related to daily life experiences (e.g. ‘months’) and those on familiar topics (e.g. ‘age’) with the help of verbal and pictorial cues. Students were able to identify the connection of ideas using cohesive devices (e.g. ‘and’). They could also understand the causal relationship of ideas linked by ‘because’. Students were able to discriminate words with a small range of consonant sounds (e.g. ‘Jumbo’ from ‘Dumbo’, ‘Mumbo’ and ‘Rumbo’). Students could distinguish basic differences in intonation (e.g. surprised, excited, sad.) 	<ul style="list-style-type: none"> Students could identify key words related to daily life experiences (e.g. ‘time’) and those on familiar topics (e.g. ‘fruits’) with the help of verbal and pictorial cues. Students were able to identify the connection of ideas using cohesive devices such as ‘and’, ‘but’ and ‘also’. They could also understand the causal relationship of ideas linked by ‘because’. Students were able to discriminate words with a small range of consonant sounds (e.g. ‘Bon Bon’ from ‘Fon Fon’, ‘Hon Hon’ and ‘Ron Ron’). Students could understand basic differences in intonation when the speakers were excited, worried and angry. 	<ul style="list-style-type: none"> Students could identify key words on familiar topics/related to daily life experiences in the spoken texts. Students were able to understand the connection between ideas using cohesive devices (e.g. and, but).
Weaknesses	<ul style="list-style-type: none"> Students with good performance could distinguish a small range of vowel sounds (e.g. ‘Fan’ from ‘Fin’, ‘Fon’ and ‘Fun’). 	<ul style="list-style-type: none"> Students with good performance could distinguish a small range of vowel sounds (e.g. ‘Mona’ from ‘Mana’, ‘Mena’ and ‘Mina’). Students with good performance could distinguish ‘\$15’ from ‘\$20’ and ‘\$50’. 	<ul style="list-style-type: none"> Students with good performance could distinguish a small range of vowel sounds (e.g. ‘Mippy’ from ‘Mappy’, ‘Moppy’ and ‘Muppy’). 	

Year Speaking	2019	2023	2024	Remarks
Strengths	<ul style="list-style-type: none"> For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. For 'Expression of Personal Experiences', many students were able to provide relevant responses to most of the questions. 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. 	<ul style="list-style-type: none"> For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly with very few pronunciation mistakes. For 'Expression of Personal Experiences', many students were able to provide relevant responses to the majority of the questions. In 'Picture Description', students could provide relevant answers to the questions despite a few pronunciation mistakes. 	<ul style="list-style-type: none"> For 'Reading Aloud', many students were able to read the texts aloud fluently and clearly. They made very few mistakes in pronunciation. For 'Expression of Personal Experiences', many students were able to provide relevant responses to the questions. In 'Picture Description', students could provide relevant answers to most of the questions despite a few pronunciation mistakes. 	<ul style="list-style-type: none"> Although students could read the short text in 'Reading Aloud', they still dropped the final consonant at the end of the words frequently. Lack of vocabulary still hindered students from responding to questions in 'Expression of Personal Experiences' and 'Picture Description'.
Weaknesses	<ul style="list-style-type: none"> 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. For 'Expression of Personal Experiences', some students were hesitant in responding to Wh-questions (e.g. 'What do you do at school?'). In 'Picture Description', some students did not have the vocabulary to describe actions. 	<ul style="list-style-type: none"> For 'Reading Aloud', students dropped end consonants for words like 'comes' and 'games'. Some students were relatively weak in pausing and intonation. For 'Expression of Personal Experiences', some students had difficulty in answering some questions (e.g. 'What do you do in the lesson?'). In 'Picture Description', some students had a limited range of vocabulary to describe actions (e.g. What is the boy doing?). 	<ul style="list-style-type: none"> For 'Reading Aloud', students dropped the final consonant at the end of the words like 'lunch' and 'sports'. Some students were relatively weak in pausing and intonation. For 'Expression of Personal Experiences', some students had difficulty in answering some questions (e.g. 'What do you usually eat for lunch?'). In 'Picture Description', some students had difficulty in giving reasons for their answers (e.g. 'Why does this girl cover her ears?'). 	