

# **Thematic Seminars on “Gainful Use of TSA 2020 Materials”**

## **Primary 3 English Language Students’ Performance of Participating Schools**

2020.12.22



# Overview

1. STAR Online Assessment & Writing Assessment
2. Performance Analysis
3. Performance of P3 Students in Participating Schools in 2020

## Listening, Reading & Writing

- Student Performances (Strengths and Weaknesses)
- Conclusion

# Performance Analysis

- Participating Schools can obtain the following information:

	Own school	All participating schools
Data analysis	✓	✓
Descriptions		✓



TSA > Primary > Question Papers and Marking Schemes

BCA Webpage:  
[www.bca.hkeaa.edu.hk](http://www.bca.hkeaa.edu.hk)

→ Introduction

→ TSA News

→ Question Papers  
and Marking  
Schemes

→ TSA Report

→ Quick Guide

→ Forms

→ FAQ

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→ Other Information

→ Switch to  
Secondary School

## Question Papers and Marking Schemes

善用2020年全港性系統評估材料 — 各科卷別

Gainful Use of TSA 2020 Materials - Sub-papers of Individual Subjects

小學三年級  
Primary 3

### 中國語文科

分卷一	<a href="#">寫作</a>	<a href="#">聆聽</a>	<a href="#">話語內容 - 普通話</a> <a href="#">話語內容 - 廣州話</a>	<a href="#">錄音文本</a>	<a href="#">閱讀</a>
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### English Language

Sub-paper 1	<a href="#">Reading</a>	<a href="#">Writing</a>	<a href="#">Listening</a>	Tapescript : <a href="#">Part 1A</a> <a href="#">Part 1B</a> <a href="#">Part 2</a>
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### 數學科 Mathematics

中文版	English Version
<a href="#">分卷一</a>	<a href="#">Sub-paper 1</a>
<a href="#">分卷二</a>	<a href="#">Sub-paper 2</a>



需以 [Adobe Acrobat Reader](#) 瀏覽  
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# STAR Assessment

- **Specific question intents - Basic Competency (BC) descriptors provided by Education Bureau (EDB)**
- **Items cover various BC descriptors and each student does one sub-paper for each subject**



# STAR & Writing Assessment

Skill	Primary 3 English Language		
	Paper	No. of Items	Assessment Time
Listening	3EL1	19	About 20 minutes
Reading	3ER1	20	20 minutes
Writing	3EW1	1	10 minutes





# P3 English Listening

## Performance Analysis for Participating Schools



# Performance Analysis for Participating Schools

CONFIDENTIAL

Gainful Use  
of  
TSA 2020 Materials  
  
Primary 3 Listening

Analysis of Students' Performance of  
Participating Schools in  
English Language

Hong Kong Examinations and Assessment Authority

November 2020



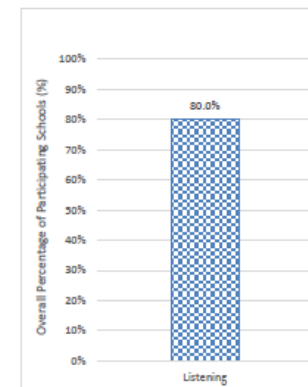
## 1. Students' Performance of Participating Schools in Listening

Table 1 and Figure 1 show the overall performance of Primary 3 students taking the listening paper.

Table 1 Overall Correct Percentage of Participating Schools in Listening

Paper: Skill	Overall Correct Percentage of Participating Schools (%) <sup>1</sup>
3EL1: Listening*	80

Figure 1 Overall Correct Percentage of Participating Schools in Listening



Remark:<sup>1</sup> The "Overall correct percentage of participating schools" refers to the correct percentage of all items attempted in the sub-paper by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

\* Due to the design of the STAR platform, "Part" in the paper version is renamed to "Task" in the online version, e.g. Part 1A to Task 1.



# Performance Analysis for Participating Schools

SAMPLE

## 2. General Observations

Skill	Observations
Listening	<ul style="list-style-type: none"> <li>The listening performance of students was very good. The majority of students could identify key words in conversations. They were able to follow the conversations between speakers.</li> <li>Most students could identify key words on familiar topics (e.g. food items). They were able to identify what Susan wanted to eat from the verbal cue: <i>'I want Sushi, please.'</i></li> <li>Most students were able to identify key words related to daily life experiences (e.g. clothing). They could identify the picture of the gift that Susan gave John when they heard: <i>'I gave him a T-shirt with a teddy bear on it.'</i></li> <li>Most students could understand the connection between ideas using cohesive devices such as 'and' and 'but'. They could identify the picture of the balloon when they heard Susan saying <i>'There are rabbits and flowers on it.'</i> They could also understand the connection of ideas contrasted by 'but'. They could identify the food Susan liked best when they heard Susan saying: <i>'John's mum cooked noodles, sausages and chicken wings. But I liked the ice cream best.'</i></li> <li>The majority of students could also understand ideas in the spoken texts linked by 'because'. They could identify the reason why Susan wanted to learn cooking when they heard Susan saying <i>'Because I love eating!'</i></li> <li>Most students could understand basic differences in intonation. They were able to identify that the speaker was excited when they heard Susan saying <i>'John gave me this bag after the party!'</i> However, only about half of the students could understand that the speaker was puzzled when they heard Uncle David saying <i>'Are you sure you want to learn cooking?'</i></li> <li>The majority of students could discriminate words with a small range of consonant sounds and ending sounds. They were able to discriminate initial consonants 'B', 'F', 'H' and 'S'. They could identify the name of the toy shop as <i>'Sunny Toy Shop'</i> from <i>'Bunny Toy Shop'</i>, <i>'Fummy Toy Shop'</i> and <i>'Hummy Toy Shop'</i>. They could also discriminate the ending sound 'y' in <i>'Salty'</i> from <i>'Salad'</i>, <i>'Sam'</i> and <i>'Sara'</i>.</li> </ul>

## 3. Data Analysis (See Annex)

The annex includes an analysis of school's correct percentage versus all participating schools' overall correct percentage for each item.

## 4. Conclusion

The performance of Primary 3 students in Listening was very good. They were able to identify key words on familiar topics/related to daily life experiences. They could understand the connection between ideas using cohesive devices and the causal relationship of ideas, discriminate sounds in spoken texts and distinguish speakers' tone expressing excitement. However, some students found it challenging to understand basic differences in intonation when the speaker was puzzled.

# Performance Analysis for Participating Schools

香港考試及評核局  
Hong Kong Examinations and Assessment Authority  
善用 2020 全港性系統評估材料分析  
Analysis on Gainful Use of TSA 2020 Materials

附件  
Annex  
機密  
Confidential

SAMPLE

學校名稱:  
School Name:  
  
級別 Level: 小三 Primary 3  
科目 Subject: English Language  
範疇 Dimension: Listening  
卷別 Paper: 3EL1  
學生人數 Number of students: 35

School's correct percentage vs Overall correct percentage of participating schools

題號 Item no.	題目 Question	正確答案 / 建議 答案 Correct answers / Suggested answers	學校答對率 <sup>1,2</sup> School correct percentage <sup>1,2</sup> (%)	參與學校整體 答對率 <sup>3</sup> Overall correct percentage of participating schools <sup>3</sup> (%)
PIA* Q01	1. John's birthday party was at Uncle _____ house.  <input type="radio"/> A. Bing's <input type="radio"/> B. King's <input checked="" type="radio"/> C. Ming's <input type="radio"/> D. Wing's	C	62.9	75.0

Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.  
2. "School correct percentage" refers to the correct percentage of an item attempted by students in the school.  
3. The "Overall correct percentage of participating schools" refers to the correct percentage of an item attempted by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.  
\* Due to the design of the STAR platform, "Part" in the paper version is renamed to "Task" in the online version, e.g. Part 1A to Task 1.

# **2020**

# **Primary 3 Listening**



## P3 English Language – Listening

### *Listening Tasks*

- *John's Birthday Party (conversation)*
- *Summer Activities (conversation)*
- *At the Toy Shop (conversation)*



# 2020 P3 Exemplar Items (Listening)

Basic Competency Descriptors	Question Intents	Items
<p>L2-L-1-P3BC</p> <p>Discriminating between common words with a small range of vowel and consonant sounds</p>	Sound Discrimination	<p>P2 Q.1</p> <p>P2 Q.5</p>
<p>L2-L3-P3BC</p> <p>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</p>	<p>Key words</p> <p>Connection between ideas</p> <p>Intonation</p>	<p>P1A Q.2, P1B Q.5</p> <p>P2 Q.7 &amp; 8</p> <p>P1A Q.3, P1B Q.3</p> <p>P2 Q.3</p> <p>P1A Q.4, P1B Q.2</p> <p>P2 Q.4</p>



## 2020 P3 Listening

### Performance of Participating Students (Strengths)

- 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 ideas in the spoken texts linked by 'because'
- understand basic differences in intonation
- discriminate between common words with a small range of consonant sounds and ending sounds



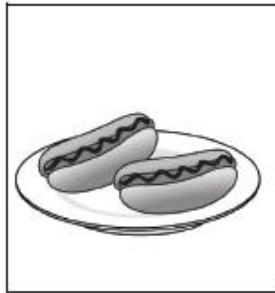


**Key Words**

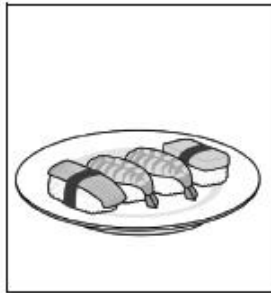
**Familiar Topic:  
Food Items**

3EL1 P2 Q8

8. What does Susan want to eat?



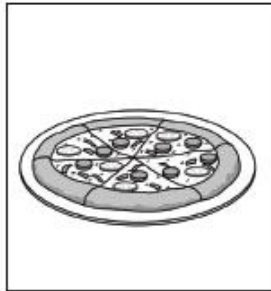
☐ A. (1.9%)



☒ B. (91.0%)



☐ C. (1.5%)



☐ D. (2.1%)

**Students were able to**

- follow the conversation
- identify 'sushi'



Susan: Thank you, Mum. (pause) Mum, I'm hungry.

Mum: Let's go and get something to eat. Do you want hot dogs, pizza, sandwiches or sushi?

Susan: I want sushi, please.

Mum: Good. // (beep)(8-second pause)

### Key Words

Familiar Topic:  
Prices

3EL1 P2 Q7

7. How much is the toy car?

- ☐ A. \$8 (1.1%)
- ☐ B. \$80 (2.5%)
- ☒ C. \$88 (90.6%)
- ☐ D. \$100 (2.3%)

Students were able to follow the conversation

• identify '\$88'

Susan:

How much is the car? \$80?

Mum:

No. It's \$88. Let's buy it.// (beep)(8-second pause)



### 3EL1 P1A Q2

#### Key Words

Related to Daily Life  
Experiences:

Clothing

Students were able to

- follow the conversation
- identify 'a T-shirt with a teddy bear on it'

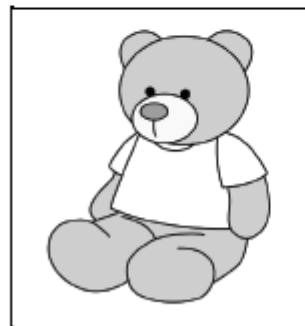
2. What gift did Susan give John?



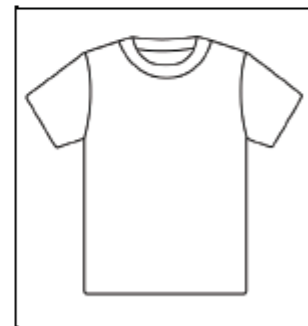
☒ A. (91.8%)



☐ B. (1.7%)



☐ C. (4.1%)



☐ D. (1.0%)

Grandpa:

Did you give him a gift? Was it a card or a toy?

Susan:

I gave him a T-shirt with a teddy bear on it. // (beep)(8-second pause)



### Key Words

Related to Daily Life Experiences:  
Districts

3EL1 P1B Q5

5. Where is the cooking centre?

- ☐ A. Sha Tin (3.1%)
- ☐ B. Mong Kok (4.3%)
- ☒ C. Wan Chai (87.6%)
- ☐ D. Tai Po (1.5%)

Students were able to

- follow the conversation
- identify 'Wanchai'

Uncle David: Where is the cooking centre? Is it in Sha Tin or Mong Kok?

Susan: No. It is in Wan Chai. // (beep)(8-second pause)

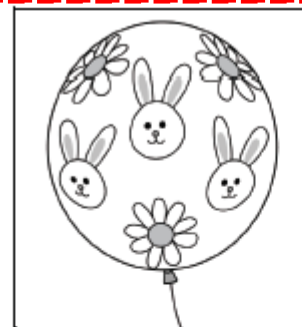


### Connection between Ideas and

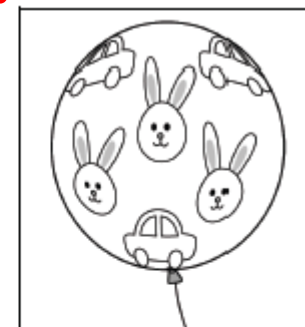
Students were able to understand the ideas linked by 'and'.

3EL1 P2 Q3

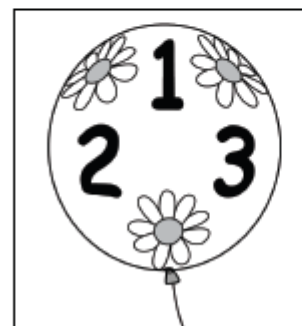
3. Which picture shows the balloon?



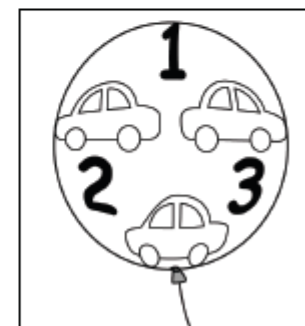
☒ A. (91.2%)



☐ B. (2.6%)



☐ C. (1.7%)



☐ D. (1.2%)

Susan:

Mum, look! This balloon is so cute. There are rabbits and flowers on it. //

(beep)(8-second pause)





### Connection between Ideas

but

3EL1 P1A Q3

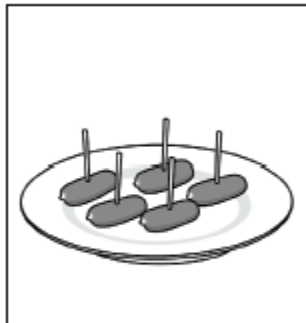
3. What food did Susan like best?



☐ A. (2.3%)



☐ B. (2.2%)



☐ C. (1.3%)



☒ D. (92.6%)

Students were able to understand the ideas contrasted by 'but'.

Grandpa:

Did you enjoy the party?

Susan:

Yes. John's mum cooked noodles, sausages and chicken wings. But I liked the ice cream best. // (beep)(8-second pause)





### Connection between Ideas

because

3EL1 P1B Q3

Students were able to understand the ideas linked by 'because'.

3. Why does Susan want to learn cooking?

- ☐ A. It is hot in the kitchen. (3.2%)
- ☐ B. She thinks cooking is fun. (5.4%)
- ☒ C. She enjoys eating. (84.8%)
- ☐ D. She wants to cook for her mum. (3.3%)

Uncle David: Why do you want to learn cooking? Are you going to cook for your mum?

Susan: Ha ha! No. Because I love eating! // (beep)(8-second pause)



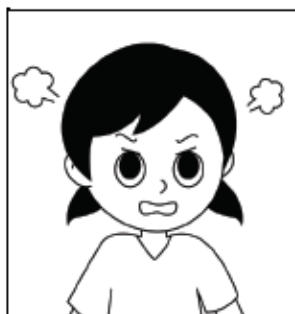
4. How did Susan feel?



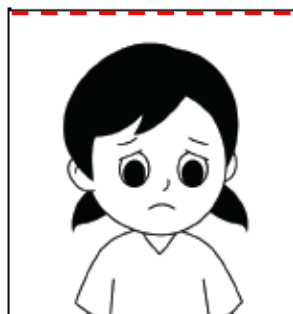
☐ A. (2.1%)



☒ B. (93.0%)



☐ C. (2.1%)



☐ D. (1.1%)

Susan:

Grandpa:

Susan:

Grandpa:

What is it?

John gave me this bag after the party! (*excited tone*)

It's beautiful. // (*beep*)(8-second pause)

**Intonation**

**Excited**

3EL1 P1A Q4

**Students were able to use the verbal cue:**

**'John gave me this bag after the party!'**

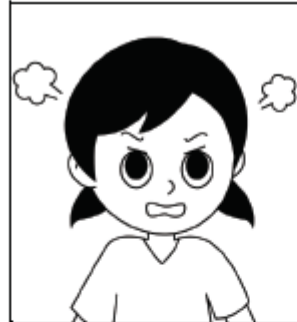
Grandpa, look!



3EL1 P2 Q4

*Intonation*  
Surprised

4. How does Susan feel?



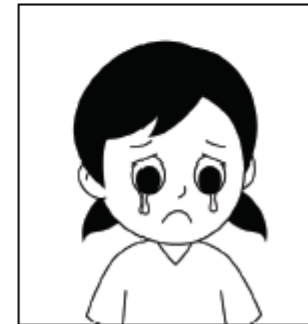
☐ A. (2.2%)



☐ B. (1.8%)



☒ C. (89.2%)



☐ D. (3.4%)

Students were able to  
use the verbal cue:

‘Oh, it is \$100!’

Susan:

Can I buy it? Oh, it is \$100! (*surprised tone*) //

(beep)(8-second pause)



### Sound Discrimination

Sunny

Bunny, Funny, Hunny



**3EL1 P2 Q1**

**Students were able to discriminate the initial consonants.**

1. What is the name of the toy shop?

- ☐ A. Bunny Toy Shop(6.8%)
- ☐ B. Funny Toy Shop(5.8%)
- ☐ C. Hunny Toy Shop(3.1%)
- ☒ D. Sunny Toy Shop(81.0%)

Mum: 【Here we are, Susan. This is Sunny Toy Shop.】

Susan: Mum, this toy shop is big. // (beep)(8-second pause)

Sally

Salad, Sam, Sara



**3EL1 P2 Q5**

**Students were able to discriminate the ending sounds.**

5. Susan wants to buy a birthday present for \_\_\_\_\_.

- ☐ A. Salad (6.4%)
- ☒ B. Sally (83.3%)
- ☐ C. Sam (4.4%)
- ☐ D. Sara (2.5%)

Mum: It's too expensive. Let's buy something else.

Susan: I want to buy a birthday present for my friend Sally. // (beep)(8-second pause)



## 2020 P3 Listening Performance of Participating Students (Weakness)

- understand basic differences in intonation



3EL1 P1B Q2

**Intonation**

**Puzzled**

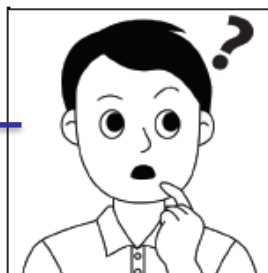
2. Susan wants to learn cooking. How does Uncle David feel?



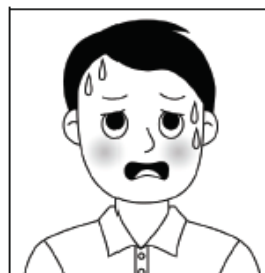
☐ A. (1.7%)



☐ B. (2.8%)



☒ C. (47.3%)



☐ D. (45.0%)

Students were not able to use the verbal cue:

‘Are you sure you want to learn cooking?’

Susan:

I want to learn cooking this summer.

Uncle David:

I think cooking is fun but it's very hot in the kitchen. Are you sure you want to learn cooking? (*puzzled tone*)

Susan:

Yes! // (*beep*)(8-second pause)





# Conclusion

## *Performance of Participating Students in Listening: very good*

- They were able to identify key words on familiar topics/related to daily life experiences.
- They could understand the connection between ideas (e.g. and, but, because).
- They were able to understand basic differences in intonation.
- They could discriminate words with a small range of consonant and sounds.

## *Suggestions for Follow-up in Learning and Teaching*

- exposure to various tones, different intonations and emotions
- exposure to a wider range of sounds (e.g. vowels)



# P3 English Reading

## Performance Analysis for Participating Schools



# Performance Analysis for Participating Schools

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Gainful Use  
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Primary 3 Reading

Analysis of Students' Performance of  
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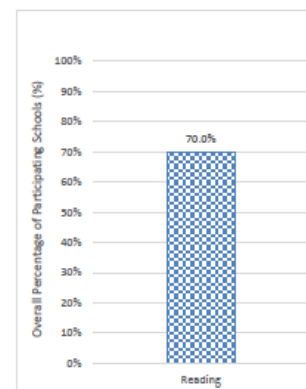
## 1. Students' Performance of Participating Schools in Reading

Table 1 and Figure 1 show the overall performance of Primary 3 students taking the reading paper.

Table 1 Overall Correct Percentage of Participating Schools in Reading

Paper: Skill	Overall Correct Percentage of Participating Schools (%) <sup>1</sup>
3ER1: Reading	70

Figure 1 Overall Correct Percentage of Participating Schools in Reading



Remark: <sup>1</sup> The "Overall correct percentage of participating schools" refers to the correct percentage of all items attempted in the sub-paper by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

# Performance Analysis for Participating Schools

## 2. General Observations

Skill	Observations
Reading	<ul style="list-style-type: none"> <li>The reading performance of students was good.</li> <li>Most students could recognise key words on familiar topics (e.g. dates). By referring to the card, they could recognise '23 December' as the date on which the party was held. The majority of them could also recognise 'in the trees' as the place where Jack and his sisters lived in the story.</li> <li>Many students could recognise key words related to daily life experiences (e.g. toys). With the help of straightforward contextual clues, they were able to identify that John's dog liked to play with a ball by recognising the key words '...like to play with a ball' in a letter.</li> <li>Many students could understand the connection between ideas in a letter using 'and'. They were able to identify the food that John gave the dog by referring to the letter 'I give it dog biscuits <u>and</u> apples'.</li> <li>The majority of students could understand the connection of ideas in a card. By referring to the price range (\$30 – \$40) in the card, students were able to identify the present (with the price tag \$35) as the one John could bring to the party.</li> <li>Many students could understand the connection between ideas by following pronoun references in a letter. They were able to interpret 'them' as 'John's mum and dad' by reading '...my mum and dad ask it to jump...Happy makes <u>them</u> laugh'.</li> <li>A considerable number of students could understand the ideas linked by 'and' in a story. When asked what Jack did when his sisters saw a snake and were afraid, students could identify that Jack 'shouted at the snake' and 'threw some bananas at the snake'.</li> <li>With the help of straightforward contextual clues and pictorial cues, quite a number of students could predict the meaning of unfamiliar words in a story. They could predict the meaning of the unfamiliar word 'bite' correctly with the help of the contextual clues 'It opens its mouth and wants to eat them' and the pictorial cues given in the options.</li> </ul>

## 3. Data Analysis (See Annex)

The annex includes an analysis of school's correct percentage versus all participating schools' overall correct percentage for each item.

## 4. Conclusion

The performance of Primary 3 students in Reading was good. They were able to recognise key words and understand the connection between ideas in a card, a letter and a story. They were able to recognise key words on familiar topics/related to daily life experiences. Many students could understand the connection between ideas by following pronoun references in a letter. Some could predict the meaning of the unfamiliar word with the help of contextual clues and pictorial cues. Using cohesive devices such as 'and', many students were able to understand the connection between ideas in a letter better than in the story where some found it more challenging.

## Performance Analysis for Participating Schools

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Hong Kong Examinations and Assessment Authority  
善用 2020 全港性系統評估材料分析  
Analysis on Gainful Use of TSA 2020 Materials

附件  
Annex  
機密  
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學校名稱:  
School Name:

級別 Level: 小三 Primary 3  
科目 Subject: English Language  
範疇 Dimension: Reading  
卷別 Paper: 3ER1  
學生人數 Number of students: 35

SAMPLE

School's correct percentage vs Overall correct percentage of participating schools

題號 Item no.	題目 Question	正確答案 / 建議 答案 Correct answers / Suggested answers	學校答對率 <sup>1,2</sup> School correct percentage <sup>1,2</sup> (%)	參與學校整體 答對率 <sup>3</sup> Overall correct percentage of participating schools <sup>3</sup> (%)
P1 Q01	1. The party is on _____. <input type="radio"/> A. 19 December <input type="radio"/> B. 20 December <input checked="" type="radio"/> C. 23 December <input type="radio"/> D. 30 December	C	97.1	75.0
P1 Q02	2. The party starts at _____. <input checked="" type="radio"/> A. 2 pm <input type="radio"/> B. 3 pm <input type="radio"/> C. 4 pm <input type="radio"/> D. 5 pm	A	91.4	75.0
P1 Q03	3. What can the children do at the party? <input type="radio"/> A. draw pictures <input checked="" type="radio"/> B. make toys with balloons <input type="radio"/> C. play computer games <input type="radio"/> D. cook food	B	71.4	75.0

Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.

2. "School correct percentage" refers to the correct percentage of an item attempted by students in the school.

3. The "Overall correct percentage of participating schools" refers to the correct percentage of an item attempted by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

# 2020

# Primary 3 Reading





## 2020 P3 English Language – Reading

### Reading Tasks:

- *A Christmas Party (card)*
- *John's Pet Dog (letter)*
- *Jack and His Sisters (story)*

## 2020 P3 Exemplar Items (Reading)

Basic Competency Descriptor	Question Intents	Items
<p><b>L2-R-5-P3BC</b></p> <p>Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues</p>	<p>Key words</p> <p>Connection between ideas</p> <p>Unfamiliar Words</p>	<p>P1 Q.1, 2 &amp; 5 P2 Q.4, P3 Q.1</p> <p>P1 Q.4, P2 Q.3 &amp; 7, P3 Q.6 &amp; 8</p> <p>P3 Q.5</p>

## 2020 P3 Reading

### Performance of Participating Students (Strengths)

- recognise key words on familiar topics/related to daily life experiences
- understand the connection between ideas using cohesive devices
- understand the connection of ideas in a card
- understand the connection of ideas by following pronoun references in a letter



**Key Words**

**Familiar Topic:**

**Dates**

3ER1 P1 Q1

1. The party is on \_\_\_\_\_.

☐ A. 19 December (3.0%)

☐ B. 20 December (1.7%)

☒ C. 23 December (93.2%)

☐ D. 30 December (1.5%)

Part 1

*John is reading a card about a Christmas party.*

Read the card.

**Come to My Christmas Party**

To: *John*

Date: **23 December** 2020 (Wednesday)

Time: 2 pm - 5 pm

Place: Winnie Restaurant  
19 King Street, Mong Kok

Food & Drinks: cakes, chicken wings, hamburgers, fruit juice

Activities: making toys with balloons, card games, magic show

Bring a present of \$30 - \$40.

Please come. Call my mum at 4873 9450.

*Peter*



**Students were able to recognise '23 December' in the card.**

**Key Words**

**Familiar Topic:**

**Places**

Students were able to recognise 'in the trees' in the story.

3ER1 P3 Q1

### Part 3

*John is reading a story.*

Read the story.

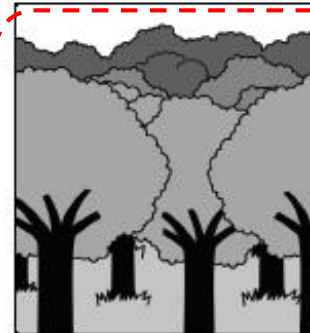
#### Jack and His Sisters

Jack is a monkey. He lives with his two sisters in the trees. His eyes are small but his ears are very big. He can hear very well. His sisters do not like his ears and say he looks like a baby elephant. They do not play with him. Jack is sad.

One morning, Jack is reading and his sisters are playing. Jack hears something. Is it a tiger? A lion? He sees a snake in the grass. It wants to bite his sisters. It opens its mouth and wants to eat them. Jack's sisters are afraid. Jack shouts and throws some bananas at the snake. It goes into a river.

Jack's sisters are happy. They thank Jack. His sisters play with him now because he is brave.

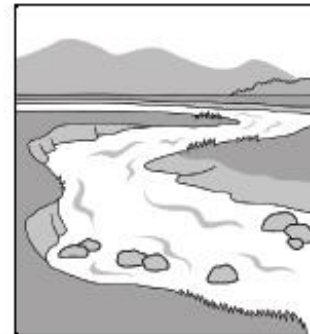
1. Where do Jack and his sisters live?



☒ A. (80.9%)



☐ B. (9.3%)



☐ C. (3.9%)



☐ D. (3.8%)



## Performance of Participating Students (Strengths)

3ER1 P1 Q2

2. The party starts at \_\_\_\_\_.

☒ A. 2 pm (88.9%)

☐ C. 4 pm (1.8%)

☐ B. 3 pm (2.4%)

☐ D. 5 pm (6.2%)

### Part 1

John is reading a card about a Christmas party.

Read the card.

**Come to My Christmas Party**

To: *John*

Date: 23 December 2020 (Wednesday)

Time: 2 pm - 5 pm

Place: Winnie Restaurant  
19 King Street, Mong Kok

Food & Drinks: cakes, chicken wings, hamburgers, fruit juice

Activities: making toys with balloons, card games, magic show

Bring a present of \$30 - \$40.

Please come. Call my mum at 4873 9450.

*Peter*



Students were able to recognise '2 pm' as the start time of the party in the card.

*Key Words*

Related to Daily Life Experiences:  
Time



### Key Words

Related to Daily Life  
Experiences:

Toys

3ER1 P2 Q4

4. The dog likes to play with \_\_\_\_\_.

☐ A. Billy (9.9%)

☒ B. a ball (77.8%)

☐ C. other dogs (6.8%)

☐ D. biscuits (3.5%)

### Part 2

*John is writing a letter about his new pet dog.*

Read the letter.

8 May 2020

Dear Billy,

Uncle Sam gave me a dog last week. I call it Happy. It loves eating, but it cannot eat sweets or ice cream. I give it dog biscuits and apples.

Happy and I like to play with a ball. I throw the ball and it runs and barks. I think Happy is cute. Every time my mum and dad ask it to jump, it runs under the table. Happy makes them laugh.

Love,  
John

5

10

**Students were able to recognise 'a ball' in the letter.**



### Connection between Ideas and

#### Part 2

John is writing a letter about his new pet dog.

Read the letter.

8 May 2020

Dear Billy,

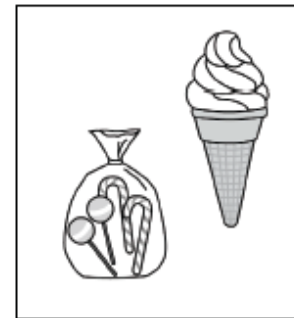
Uncle Sam gave me a dog last week. I call it Happy. It loves eating, but it cannot eat sweets or ice cream. I give it dog biscuits and apples.

Happy and I like to play with a ball. I throw the ball and it runs and barks. I think Happy is cute. Every time my mum and dad ask it to jump, it runs under the table. Happy makes them laugh.

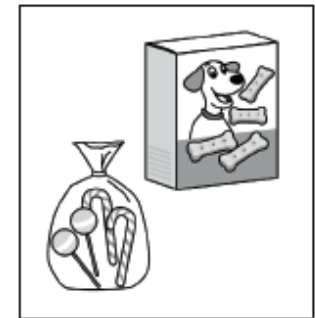
Love,  
John

3ER1 P2 Q3

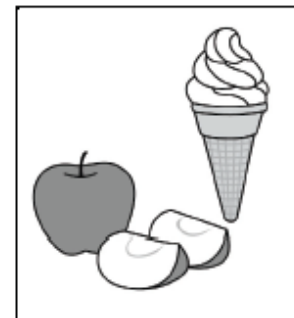
3. John gives \_\_\_\_\_ to the dog.



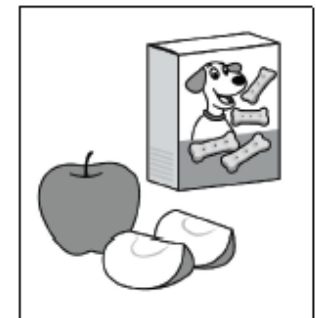
☐ A. (8.8%)



☐ B. (5.5%)



☐ C. (4.4%)



☒ D. (79.4%)

Students were able to understand the connection of ideas linked by 'and'.

### Connection between Ideas because

3ER1 P3 Q8

#### Part 3

*John is reading a story.*

Read the story.

#### Jack and His Sisters

Jack is a monkey. He lives with his two sisters in the trees. His eyes are small but his ears are very big. He can hear very well. His sisters do not like his ears and say he looks like a baby elephant. They do not play with him. Jack is sad.

One morning, Jack is reading and his sisters are playing. Jack hears something. Is it a tiger? A lion? He sees a snake in the grass. It wants to bite his sisters. It opens its mouth and wants to eat them. Jack's sisters are afraid. Jack shouts and throws some bananas at the snake. It goes into a river.

Jack's sisters are happy. They thank Jack. His sisters play with him now because he is brave.

8. Jack's sisters play with Jack now because \_\_\_\_\_

- ☐ A. he is sad (9.2%)
- ☐ B. he is afraid (13.0%)
- ☒ C. he is brave (70.0%)
- ☐ D. he eats the snake (5.3%)

5

10

Students were able to understand the connection of ideas linked by 'because'.



### Connection between Ideas in the Card

#### Part 1

John is reading a card about a Christmas party.

Read the card.

#### Come to My Christmas Party

To: *John*

Date: 23 December 2020 (Wednesday)

Time: 2 pm – 5 pm

Place: Winnie Restaurant

19 King Street, Mong Kok

Food & Drinks: cakes, chicken wings, hamburgers, fruit juice

Activities: making toys with balloons, card games, magic show

Bring a present of **\$30 – \$40.**

Please come. Call my mum at 4873 9450.

*Peter*



3ER1 P1 Q4

4. Which present can John bring to the party?



☐ A. (4.6%)



☐ B. (5.9%)



☒ C. (86.4%)



☐ D. (2.5%)

Students were able to understand that '\$30 - \$40' referred to the price range of the present and '\$35' is within the range.

### Connection between Ideas

### Following Pronoun References in a Letter: them

3ER1 P2 Q7

7. Read line 9. The word 'them' refers to \_\_\_\_\_.

- ☐ A. John and Billy (15.0%)
 ☒ B. John's mum and dad (72.4%)
 ☐ C. the biscuits (7.0%)
 ☐ D. the sweets (3.5%)

Students understood  
that 'them' refers to  
'John's mum and dad'.

#### Part 2

*John is writing a letter about his new pet dog.*

Read the letter.

8 May 2020

Dear Billy,

Uncle Sam gave me a dog last week. I call it Happy. It loves eating, but it cannot eat sweets or ice cream. I give it dog biscuits and apples.

Happy and I like to play with a ball. I throw the ball and it runs and barks. I think Happy is cute. Every time my mum and dad ask it to jump, it runs under the table. Happy makes them laugh.

Love,  
John

5

10

43





## 2020 P3 Reading Performance of Participating Students (Weaknesses)

- recognise key words on familiar topics
- understand the connection between ideas using cohesive devices
- interpreting unfamiliar words with contextual clues and pictorial cues



5. Read lines 9 – 10. What does the snake want to do?

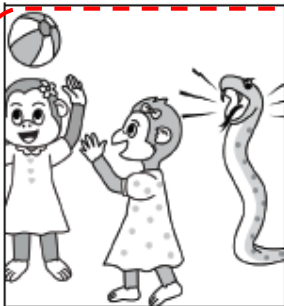


pictorial cues

☐ A. (7.0%)



☐ B. (13.4%)



☒ C. (69.1%)



☐ D. (8.1%)

Some students found it difficult to understand the meaning of the unfamiliar word even with the contextual clues 'It opens its mouth and wants to eat them.'



Part 3

*John is reading a story.*

Read the story.

3ER1 P3 Q5

### Jack and His Sisters

Jack is a monkey. He lives with his two sisters in the trees. His eyes are small but his ears are very big. He can hear very well. His sisters do not like his ears and say he looks like a baby elephant. They do not play with him. Jack is sad.

One morning, Jack is reading and his sisters are playing. Jack hears something. Is it a tiger? A lion? He sees a snake in the grass. It wants to bite his sisters. It opens its mouth and wants to eat them. Jack's sisters are afraid. Jack shouts and throws some bananas at the snake. It goes into a river.

Jack's sisters are happy. They thank Jack. His sisters play with him now because he is brave.

Contextual clue

*Unfamiliar Words*

bite

### Connection between Ideas and

#### Part 3

John is reading a story.

Read the story.

#### Jack and His Sisters

Jack is a monkey. He lives with his two sisters in the trees. His eyes are small but his ears are very big. He can hear very well. His sisters do not like his ears and say he looks like a baby elephant. They do not play with him. Jack is sad.

One morning, Jack is reading and his sisters are playing. Jack hears something. Is it a tiger? A lion? He sees a snake in the grass. It wants to bite his sisters. It opens its mouth and wants to eat them. Jack's sisters are afraid. Jack shouts and throws some bananas at the snake. It goes into a river.

Jack's sisters are happy. They thank Jack. His sisters play with him now because he is brave.

### 3ER1 P3 Q6

6. Read lines 10 – 11. Jack's sisters are afraid. What does Jack do?

- 1) shouts at the snake
- 2) plays with his sisters
- 3) throws some bananas at the snake
- 4) jumps into a river

- ☐ A. 1 and 2 (7.5%)
 ☒ B. 1 and 3 (61.6%)
 ☐ C. 2 and 4 (14.8%)
 ☐ D. 3 and 4 (13.5%)

Some students were not able to understand the connection of ideas linked by 'and'.



### 3ER1 P1 Q5

Part 1  
John is reading a card about a Christmas party.  
Read the card.

**Come to My Christmas Party**

To: *John*

Date: 23 December 2020 (Wednesday)

Time: 2 pm - 5 pm

Place: Winnie Restaurant  
19 King Street, Mong Kok

Food & Drinks: cakes, chicken wings, hamburgers, fruit juice

Activities: making toys with balloons, card games, magic show

Bring a present of \$30 - \$40.

Please come. Call my mum at 4873 9450.

*Peter*



**Key words**

**Familiar Topic:**

**People**

Some students failed to recognise ‘call my mum’ and ‘Peter’ in the card.

5. John wants to go to the party. He can call \_\_\_\_\_.

- ☐ A. Peter (29.8%)
- ☐ B. King (5.5%)
- ☐ C. Winnie (5.1%)
- ☒ D. Peter’s mum (58.9%)



## *Performance of Participating Students in Reading: good*

- They could recognise key words and understand the connection of ideas in a card, a letter and a story.
- They could follow pronoun references in reading texts.
- They could predict the meaning of unfamiliar words with contextual clues and pictorial cues.
- The performance of students in understanding the connection between ideas using ‘and’ was unstable – they performed better when the ideas were more straightforward.

## *Suggestions for Follow-up in Learning and Teaching*

- exposure to different text-types
- teach students how to follow pronoun references in continuous prose (e.g. stories, letters)



teach students to look for contextual clues and pictorial cues to work out the meaning of unfamiliar words

# P3 English Writing

## Performance Analysis for Participating Schools





# Performance Analysis for Participating Schools

CONFIDENTIAL

## Gainful Use of TSA 2020 Materials Primary 3 Writing

### Analysis of Students' Performance of Participating Schools in English Language

Hong Kong Examinations and Assessment Authority  
December 2020



#### 1. Students' Performance of Participating Schools in Writing

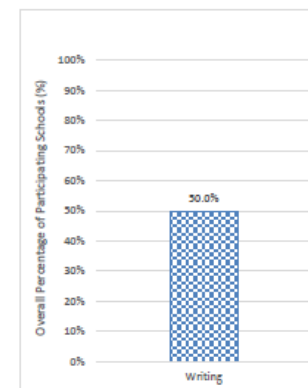
- For the writing task, the range of score for Content is 0 – 3 and Language is 0 – 3.
- In this writing task 'No Picnic', students were asked to write a story about what happened when John and his family went for a picnic based on the pictures provided.

Table 1 and Figure 1 show the overall performance of Primary 3 students attempting the writing paper.

Table 1 Overall Percentage of Participating Schools in Writing

Paper: Skill	Overall Percentage (%) <sup>1</sup>
3EW1: Writing	50

Figure 1 Overall Percentage of Participating Schools in Writing



Remark: <sup>1</sup> The "Overall percentage of participating schools" refers to the average score that students of all participating schools achieved as a percentage of the total score allocated to the writing task. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.



# Performance Analysis for Participating Schools

SAMPLE

## 2. General Observations

Skill	Observations
Writing	<ul style="list-style-type: none"> <li>The writing performance of students was satisfactory.</li> <li>In the writing task 'No Picnic', students were given word prompts 'picnic / take', 'rain / cannot go' and 'wet / sad' for the three pictures. Students were generally able to write a factual account of the story based on the pictures. The ideas provided were quite clear and relevant. Students were able to provide a brief ending to the story, for example, 'They had a picnic at home.'</li> <li>Only the more able students could provide ideas with some supporting details, for example, 'Suddenly, there was a big rain, they needed to go back home. Their clothes were very wet. John was sad because he can't go to picnic.'</li> <li>Students could use the word prompts 'picnic', 'rain' and 'wet / sad' to write the story, for example, 'Last Monday my mom and Dad wanted to go on a picnic. We was waiting for the Bus and it rain a lot so we ran back home...we was sad we can't go on a picnic.' The description was quite clear.</li> <li>Some students used the word prompts 'Run home!' given in the second picture to write the story, for example, 'dad say run home'.</li> <li>Some students were able to use a limited range of vocabulary in the story. The vocabulary was generally related to the topic, for example, 'mom', 'dad' and 'go home'. They wrote short and simple sentences, for example, 'John was sad.', 'We cannot go to have a picnic.'</li> <li>Some students were able to use cohesive devices such as 'and', 'but', 'because' to link or contrast ideas: 'My mom <u>and</u> dad took me...', 'The family want to go picnic <u>but</u> they cannot go...', '...they cannot go <u>because</u> rain came'.</li> <li>Students made some common grammatical mistakes, for example, 'They was sad.', 'But they cannot go to picnic because have rain'. Students also misspelled some common words such as 'rhines (things)', 'fuite (fruit)' and 'moring (morning)'.</li> </ul>

## 3. Data Analysis (See Annex)

The annex includes an analysis of school's performance data versus all participating schools' performance data in writing.

## 4. Conclusion

The performance of Primary 3 students in writing was satisfactory. In terms of content, students in general were able to provide a story about what happened when John and his family went for a picnic. The ideas were quite clear and relevant to the pictures. However, only the more able students could provide ideas with supporting details. In terms of language, some 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 their writing.

## Performance Analysis for Participating Schools

香港考試及評核局  
Hong Kong Examinations and Assessment Authority  
善用 2020 全港性系統評估材料分析  
Analysis on Gainful Use of TSA 2020 Materials

附 件  
Annex  
機 密  
Confidential

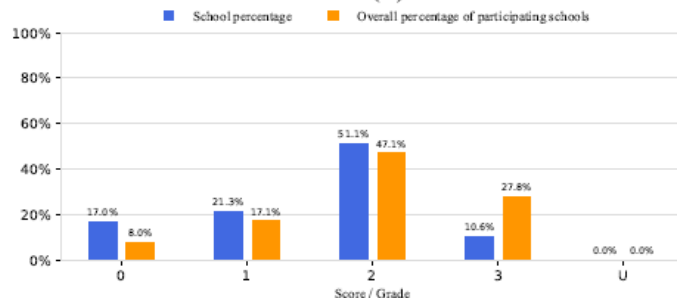
學校名稱:

School Name:

S A M P L E

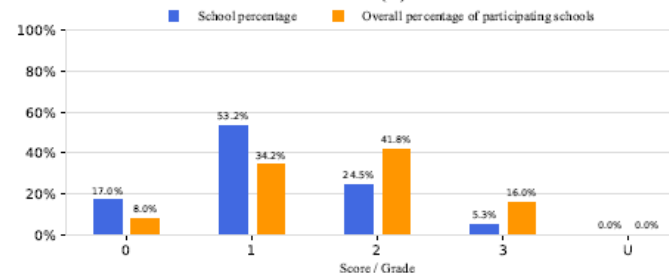
級別 Level: 小三 Primary 3  
科目 Subject: English Language  
範疇 Dimension: Writing  
卷別 Paper: 3EW1  
學生人數 Number of students: 94

P1 (C)



Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.  
2. "School percentage" refers to the percentage of each score/grade in an item attempted by students in the school.  
3. The "Overall percentage of participating schools" refers to the percentage of each score/grade in an item attempted by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

P1 (L)



Remark: 1. Schools with 5 or more students participating in each dimension in the subject are provided with related assessment data.  
2. "School percentage" refers to the percentage of each score/grade in an item attempted by students in the school.  
3. The "Overall percentage of participating schools" refers to the percentage of each score/grade in an item attempted by students of all participating schools. The percentage is calculated using weighting factors in simulating a distribution representing all schools in Hong Kong.

SAMPLE

# **2020**

# **Primary 3 Writing**



## 2020 P3 Exemplar Items (Writing)

Basic Competency Descriptors	Exemplars
<p>L2-W-3-P3BC</p> <p>Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues</p>	<p><u>No Picnic</u></p> <p>Exemplar 1</p> <p>Exemplar 2</p> <p>Exemplar 3</p>
<p>L2-W-4-P3BC</p> <p>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</p>	



# No Picnic

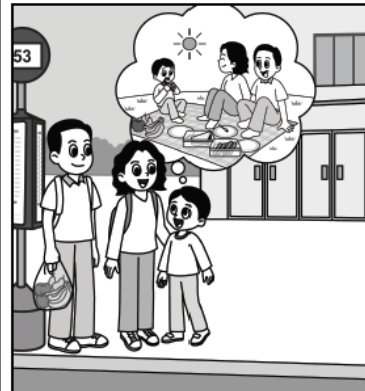
3EW1 P1

## Part 1

*You are writing a story about John and his family.*

Look at the pictures and write the story in about 30 words.

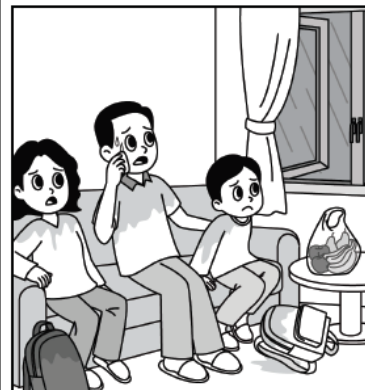
- ♦ You may use the words in the boxes to help you.
- ♦ What happens in the end? Finish the story.



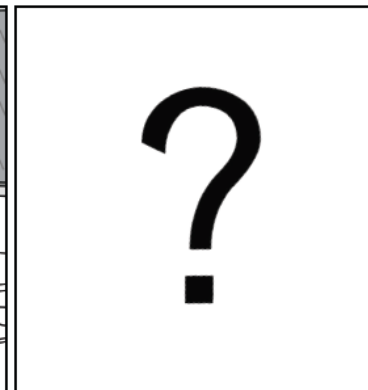
picnic / take



rain / cannot go



wet / sad





# 2020 P3 Writing

## Writing Marking Scheme (No Picnic)

Gainful Use of TSA 2020 Materials  
Primary 3 English Writing Assessment  
Marking Scheme

3EW1

No Picnic

Part 1

Score Level	Content	Language
3	<ul style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures, with some supporting details</li> <li>The description is clear and coherent.</li> <li>Provides an ending to the story</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns and cohesive devices appropriately, with minor*, few or no grammatical and spelling mistakes</li> </ul> <p><i>* errors that do not affect comprehension</i></p>
2	<ul style="list-style-type: none"> <li>Provides a factual account of the story based on the pictures, with almost no supporting details</li> <li>The description is quite clear.</li> <li>May provide an ending to the story</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some grammatical and spelling mistakes</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Uses a very limited range* of vocabulary, sentence patterns and/or cohesive devices, with few or no grammatical and spelling mistakes</li> </ul> <p><i>* uses the given prompts to write with basic and appropriate vocabulary and sentence patterns</i></p>
1	<ul style="list-style-type: none"> <li>The ideas used to write the story are very limited.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The story is unclear or disconnected, which may confuse the reader.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The story might have some irrelevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and sentence patterns, with many grammatical and spelling mistakes</li> </ul>
0	<ul style="list-style-type: none"> <li>The ideas are totally irrelevant/incomprehensible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The ideas are just a repetition of the prompts.</li> </ul>	<ul style="list-style-type: none"> <li>The language is incomprehensible.</li> </ul>
U	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>	<ul style="list-style-type: none"> <li>No attempt is made (blank script)</li> </ul>





## 2020 P3 Writing Performance of Participating Students

### No Picnic – Content

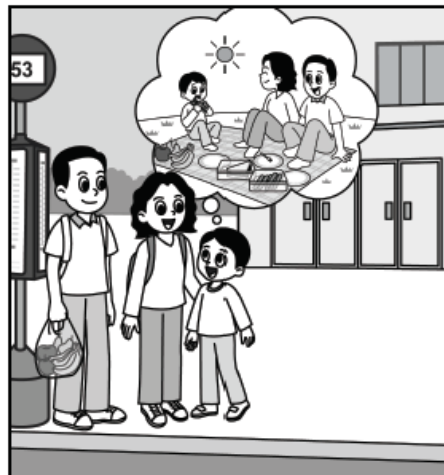
- writing a short story with word prompts ‘picnic’, ‘rain / cannot go’, ‘wet’, ‘sad’
- providing a story about what happened when John and his family went for a picnic based on the pictures provided
- providing an ending to the story
- providing a description – quite clear
- a familiar topic to students



**2020 P3 Writing**  
**Performance of Participating Students**  
**Writing (No Picnic) – Content**

**Providing Ideas Based on Pictures and Word Prompts**

- In the Sunday, mum and Dad took me to the picnic.
- They are happy because they go to picnic.
- Sam dad take some food to eat.



2020 P3 Writing  
Performance of Participating Students  
Writing (No Picnic) – Content

Providing Ideas Based on Pictures and Word Prompts

- But it rained.
- Sam's Dad say 'Run home'.
- Peter and his mum and dad run home.



**2020 P3 Writing**  
**Performance of Participating Students**  
**Writing (No Picnic) – Content**

**Providing Ideas Based on Pictures and Word Prompts**

- They go to home. They are not happy.
- They were all wet and sad.
- At home, Sam said “oh, we cannot go to picnic today.”



**2020 P3 Writing**  
**Performance of Participating Students**  
**Writing (No Picnic) – Content**

**Providing an Ending to the Story**

- They had a picnic at home the boy feel happy.
- We cannot go to the picnic but we can watch TV.
- In the end, we eat the food at home.
- John plays computer games at home.
- Mum think we can make juice. I feel happy.





**2020 P3 Writing  
Performance of Participating Students  
Writing (No Picnic) – Language**

**Using Vocabulary Related to the Topic**

- today, yesterday, on Sunday
- fruit, food
- shout
- sad, go home, happy

**2020 P3 Writing**  
**Performance of Participating Students**  
**Writing (No Picnic) – Language**

**Providing Short and Simple Sentences**

- John was sad.
- They go home together.
- John and his family were happy again!

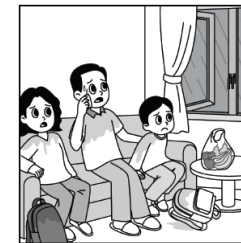
**Using a Limited Range of Cohesive Devices**

- My mom and dad took me to have a picnic.
- The family want to go but they cannot go because rain came.





1 Yesterday, John and his family were preparing some food and things to go for a picnic. They went to the bus station and were waiting for the bus. 1 Suddenly, there was a big rain, they needed to go back home. 1 Their clothes were very wet. John was sad because 1 he can't go to picnic. 2 His dad said that they can go to the picnic tommorrow.



### Content:

- 1 Provides a factual account of the story based on the pictures with some supporting details. The description is clear and coherent.
- 2 Provides an ending to the story.

### Language:

- ↔ Uses a small range of vocabulary: *Yesterday, preparing, bus station, waiting for, needed*
- .... Uses a small range of sentence patterns:  
*...Yesterday, John and his family were preparing some food... Suddenly, there was a big rain, they needed to go back home... Their clothes were very wet.*
- ~ Uses a small range of cohesive devices: *and, because*
- ▲ Makes few grammatical mistakes: *...he can't go to picnic... they can go to...*
- Makes one spelling mistake: *tommorrow (tomorrow)*



1 Last Monday my mom and Dad wanted to go on a picnic. We was  
1 waiting for the Bus and it rain alot so we ran back home  
2 [We was wet of the rain and we was sad that we can't go  
on a picnic.]



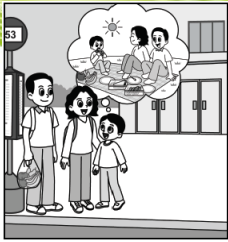
### Content:

- 1 Provides a factual account of the story based on the pictures with almost no supporting details. The description is quite clear.
- 2 No clear ending is given to the story.

### Language:

- ◆ Uses a limited range of vocabulary: *Last, waiting for, ran*
- .... Uses a limited range of sentence patterns:  
... *We was waiting for the Bus and it rain alot so we ran back home...we was sad that we can't go on a picnic*
- ~ Uses a limited range of cohesive devices: *and, so*
- ▲ Makes some grammatical mistakes: *We was waiting for the Bus and it rain...*
- Makes one spelling mistake: *alot (a lot)*





[One bay they have to go picnic and take come fook!]  
 buy is rain [they cannot go they go home] buy they wet  
 to go and [they are sad.] Are they go bad

### Content:

- 1 The story is unclear or disconnected, which may confuse the reader.

### Language:

- ◆◆◆ Uses a very limited range of vocabulary: *go home*
- .... Uses a very limited range of sentence patterns with many grammatical and spelling mistakes:  
*One bay they have to go picnic and take come fook...they cannot go they go home buy they wet to go and they are sad...*
- ▲ Makes some grammatical mistakes: *...buy is rain...they wet to go and they are sad...*
- Makes some spelling mistakes: *bay (day), fook (food), bad (back)*



## Performance of Participating Students in Writing : satisfactory

### Content

- They provided a story with factual account. The ideas were quite clear and relevant to the pictures.
- Some of them could provide ideas with supporting details.

### Language

- They used a limited range of vocabulary, sentence patterns and/or cohesive devices in their writing.
- Mistakes found in their writing: subject-verb disagreement, errors in tenses, incorrect expressions, spelling mistakes

## Suggestions for Follow-up in Learning and Teaching

- exposure to a wider variety of vocabulary and expansion of vocabulary bank
- expand on the prompts provided and elaborate on their ideas
- increase students' awareness of possible grammatical and spelling mistakes – establish a habit of peer editing



## Thematic Seminar – Feedback Survey

「善用2020年全港性系統評估材料」專題講座意見調查

Hong Kong Examinations and Assessment Authority  
Education Assessment Services Division

香港考試及評核局  
教育評核服務部

Thematic Seminar - Gainful Use of TSA 2020 Materials (Primary 3)  
專題講座「善用2020年全港性系統評估材料」(小學三年級)

Feedback Survey  
意見調查

Thank you for your participation. We would be grateful if you could spare a few minutes to complete this questionnaire. Your comments are important for us to enhance our service.

多謝閣下參與這個專題講座。我們衷心希望閣下能抽空填答這份問卷，令我們的服務能更臻完善。

Link for P3 Feedback Survey  
小三級意見調查超連結

<http://esurvey.hkeaa.edu.hk/TakeSurvey.aspx?PageNumber=1&SurveyID=m8MK7II5&Preview=true>



THANK YOU!

