

# 2011 Territory-wide System Assessment

## P.3 & P.6 English Language

29 November 2011

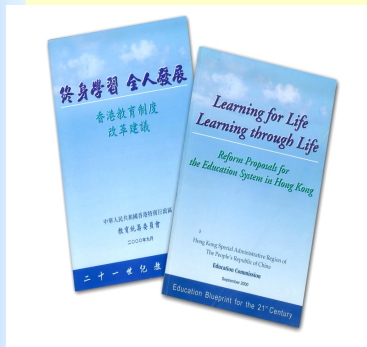


# Programme

Time	Content	Speaker
9:30 a.m. - 9:45 a.m.	Registration	
9:45 a.m. - 10:55 a.m.	Student Performances in TSA 2011 (P.3)	Dr Josephine Lau Ms Joanne Lee
10:55 a.m. - 11:05 a.m.	Break	
11:05 a.m. - 12:15 p.m.	Student Performances in TSA 2011 (P.6)	Dr Amy Cheung
12:15 p.m. - 12:30 p.m.	Q & A	All Speakers



# Origin of Basic Competency Assessments in Hong Kong



***Learning for Life, Learning through Life***

**Reform Proposals for the Education System in Hong Kong**

(Education Commission, September 2000)

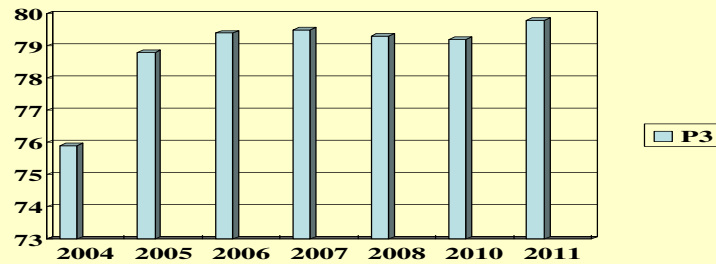


# Purposes

- To enhance learning and teaching in Chinese, English and Mathematics
- To enable the Government to provide support to those schools in need of assistance
- To monitor the effectiveness of education policies



## Implementation of TSA (2004-2011) English Language



Subject and Level		Percent Achieving Basic Competency						
		2004	2005	2006	2007	2008	2010	2011
English Language (Listening, Reading and Writing)	P.3	75.9	78.8	79.4	79.5	79.3	79.2	79.8

Due to H1N1 Human Swine Influenza causing the suspension of primary schools, TSA 2009 (written) was cancelled and no data has been provided.

## Oral Assessment



- Random sampling method to select students for the oral assessment
- Each student's performance is rated by two oral examiners
- 12 sets of items used over 1.5 days for different groups of students

## Written Assessment

- Specific testing points - Basic Competency (BC) descriptors provided by Education Bureau (EDB)
- Items cover many BC descriptors but each student only does one sub-paper for each subject
- Common items distributed across sub-papers for equating purposes to compare students' abilities

## Territory-wide System Assessment

Dimension /Skill	P.3 English Language	
	Sub-paper	Assessment Time
Listening	3EL1	About 20 minutes
	3EL2	
	3EL3	
	3EL4	
Reading & Writing	3ERW1	25 minutes
	3ERW2	
	3ERW3	
	3ERW4	
Speaking	Reading Aloud and Personal Experiences	Preparation Time: 2 minutes Assessment Time: 3 minutes
	Picture Description	Preparation Time: 3 minutes Assessment Time: 2 minutes

## Territory-wide System Assessment 2011

### Primary 3 English Language - Listening

#### General Observations of Students' Performances



## P.3 English Language – Listening Basic Competency Descriptors

Identifying key words
Understanding the connection between ideas by identifying a small range of <b>cohesive devices</b>
Understanding basic differences in <b>intonation</b>
Discriminating between common words with a small range of <b>vowel and consonant sounds</b>



## P.3 Student Performances in TSA 2011 Listening – General Comments

✓	Identifying key words <ul style="list-style-type: none"> <li>• on familiar topics</li> <li>• related to daily life experiences</li> <li>• with straightforward verbal cues given</li> </ul>
✓	•Distinguishing initial consonants: /dʒ/, /c/, /s/
✓	• Understanding the connection of ideas linked up by 'and', 'or'
✓	• Identifying different feelings from speakers' tones
☹	•Identifying the connection of ideas which are less familiar to the students



## P.3 Student Performances in TSA 2011 Listening – Strengths

<b>Identifying Key Words</b> <ul style="list-style-type: none"> <li>•<i>delivered slowly and clearly in spoken texts</i></li> <li>•<i>with straightforward verbal cues</i></li> <li>•<i>on familiar topics</i></li> <li>•<i>related to daily life experiences</i></li> </ul>	<ul style="list-style-type: none"> <li>•computer game (Superboy)</li> <li>•duration (two hours)</li> <li>•days (Saturday)</li> <li>•drinks (two bottles of water)</li> <li>•means of transport (tram)</li> <li>•time spent (one hour and thirty minutes)</li> <li>•when (last week)</li> <li>•place (bus stop)</li> <li>•country (Japan)</li> <li>•food (bread)</li> </ul>
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1. "Superboy" is a \_\_\_\_\_ game.

- A. computer
- B. board
- C. word
- D. ball

Jimmy: Today I want to show you my favourite game. It's a computer game called "Superboy". */(beep)(8-second pause)*

Identifying key words delivered slowly and clearly in spoken texts



2. It took Tom and Judy \_\_\_\_\_ to get to their grandparents' home.

- A. 1 hour
- B. 1 hour 30 minutes
- C. 2 hours
- D. 2 hours 30 minutes

Mum: It took Tom and Judy one hour and thirty minutes to get to the farm. In the city, Tom and Judy took a minibus or bus to school. But this was the first time for them to go by train. Tom was excited.

Identifying key words with straightforward verbal clues



5. Mary goes home by \_\_\_\_\_.

- A. bus
- B. MTR
- C. tram
- D. ferry

Mary: Well, the MTR is nearby but I like to take a bus to school, Bus Number 95X. */(beep)(8-second pause)*. When I go home, I take the tram. */(beep)(8-second pause)*

Identifying key words which students are familiar with



10. **Food:**

- A. sausages
- B. potato chips
- C. candies
- D. bread

Jimmy: I bring two bottles of water and some bread. I don't bring snacks like potato chips, candies or sausages. They make me thirsty. */(beep) (16-second pause)*

Identifying key words related to daily life experiences



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**P.3 Student Performances in TSA 2011**  
**Listening – Strengths**

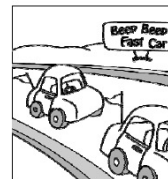
**Understanding the Connection between Ideas**

- identifying the connection between ideas with the help of pictorial cues
- understanding the connection between ideas using 'and'
- understanding the connection between ideas using 'or'
- understanding the connection between two or more ideas implicitly linked



TSA 2011

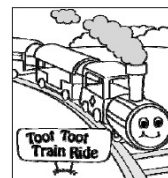
6. Which ride was Mary on?



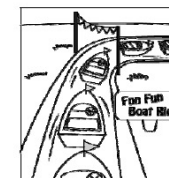
A.



B.



C.



D.

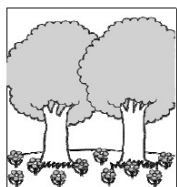
Mary:

I played in the park. The park is big and there are lots of fun rides like "Beep Beep Fast Car" "Fun Fun Boat Ride" and "Toot Toot Train Ride". I was on my favourite ride "Bump Bump Tea Cups". It made me turn round and round. It was exciting. */(beep)/(8-second pause)*

Understanding the connection of ideas with the help of pictorial cues



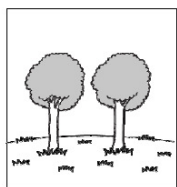
4. When I go hiking, I see \_\_\_\_\_.



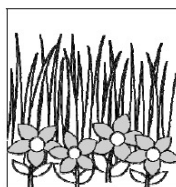
A.



B.



C.



D.

TSA 2011

Miss Wong: What can you see there?

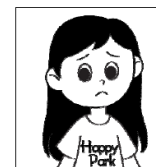
Jimmy: I can see big flowers and long grass. It's beautiful there. */(beep)/(8-second pause)*

Understanding the connection of ideas using 'and'



TSA 2011

8. Which picture shows Mary's cousin?



A.



B.



C.



D.

Mary:

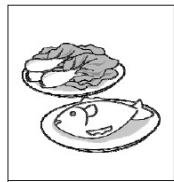
That's my cousin, Candy. */(beep)/(8-second pause)* She is very pretty. She has very long hair and wears glasses. My father bought her that colourful T-shirt in Happy Park. */(beep)/(8-second pause)*

Understanding the connection of ideas using 'and'



5. Grandma cooked \_\_\_\_\_ for lunch.

TSA 2011



A.



B.



C.



D.

Mum: Grandma cooked a chicken and fresh vegetables from her garden for lunch. After lunch, the children played on the farm and said, "What a nice day!"

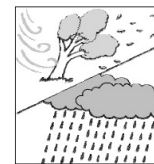
Understanding the connection of ideas using 'and'

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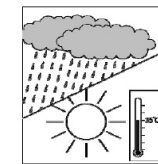


2. I don't hike when the weather is \_\_\_\_\_.

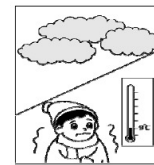
TSA 2011



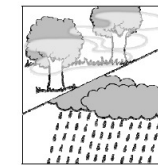
A.



B.



C.



D.

Miss Wong: When do you hike?

Jimmy: I hike every Saturday. But I don't go hiking when it's raining or when it's too hot. //((beep) (16-second pause)

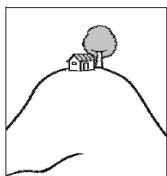
Understanding the connection of ideas using 'or'

22

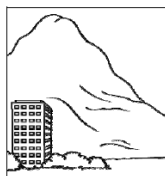


1. Where did Tom and Judy's grandparents live?

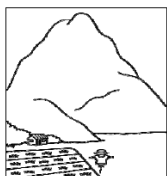
TSA 2011



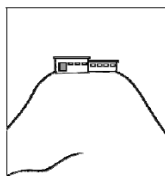
A.



B.



C.



D.

Mum: Tom and his big sister, Judy, lived in the city. One day, they went to visit their grandparents. Grandpa and Grandma lived on a farm at the bottom of a mountain.

Understanding the connection of ideas implicitly linked

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## P.3 Student Performances in TSA 2011 Listening – Strengths

Understanding  
Basic  
Differences in  
Intonation

- happiness
- sadness
- excitement

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6. How did Tom and Judy feel?

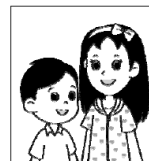
- A. happy
- B. worried
- C. sad
- D. sleepy

Mum: Grandma cooked a chicken and fresh vegetables from her garden for lunch. After lunch, the children played on the farm and said, "What a nice day!"

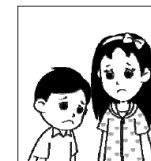
Distinguishing speaker's tone – happy



9. How did Tom and Judy feel when they said goodbye to their grandparents?



A.



B.



C.



D.

Mum: It was time for Tom and Judy to go home. "Goodbye, Grandpa and Grandma! We'll miss you," said Tom and Judy (*sad tone*).

Distinguishing speaker's tone – sad



3. How does Jimmy feel?



A.



B.



C.



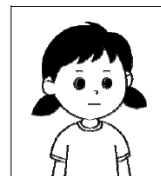
D.

Jimmy: Well, I like this game because it's fun and easy to play. I always win! *//(beep)(8-second pause)* Superboy is a very good person. He doesn't like bad people. He helps poor and weak people. *//(beep)(8-second pause)*

Distinguishing speaker's tone – happy and excited



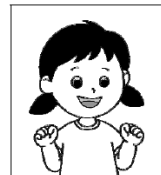
9. How does Mary feel?



A.



B.



C.



D.

Mary: Sure, Jimmy. My parents are inviting all our friends to our new home next Sunday. Come and join us! *(excited tone) // (beep)(8-second pause)*

Distinguishing speaker's tone – excited



### P.3 Student Performances in TSA 2011 Listening – Strengths

<b>Discriminating between Common Words with a Small Range of Vowel and Consonant Sounds</b>	Jerry /dʒ/	Terry, Kerry, Harry /t/, /k/, /h/
	Candy /c/	Wendy, Mandy, Sandy /w/, /m/, /s/
	Sunny /s/	Bunny, Funny, Hunny /b/, /f/, /h/
	95	55, 59, 99



### P.3 Student Performances in TSA 2011 Listening – Weaknesses

**Understanding the Connection between Ideas**

- identifying the connection of less familiar ideas



**TSA 2011**

7. I like hiking because it is \_\_\_\_\_.

A. free                       B. easy  
 C. fast                         D. difficult

Miss Wong: Do you think hiking is good for you?

Jimmy: Yes, when we go hiking, we can get good exercise. Fresh air is very good for us, too. *//(beep) (8-second pause)* I like hiking because I don't have to pay to walk in the hills. *//(beep) (8-second pause)*

Identifying the connection of ideas which are less familiar to students



### Performances of P.3 Students from 2008 to 2011 Listening – Strengths – Identifying Key Words

2008	2010	2011
•Students were good at identifying key words with given cues. They were able to identify a wide range of familiar concepts.	•Students were able to identify key words on familiar topics.	•Students were able to identify key words on familiar topics and related to daily life experiences.





Performances of P.3 Students from 2008 to 2011  
Listening – Identifying Key Words

<ul style="list-style-type: none"> <li>• <b>place</b> (bus stop)</li> <li>• <b>district</b> (Shaukiwan)</li> <li>• <b>country</b> (Japan)</li> <li>• <b>food and drinks</b> (pizza, spaghetti, orange juice, bread and ham, bread, water)</li> <li>• <b>price of a magazine per year</b> (\$300)</li> <li>• <b>the frequency of reading</b> (every week)</li> <li>• <b>means of transport</b> (tram)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>telephone numbers</b> (e.g. 6224 9800)</li> <li>• <b>Time</b> (4:15 pm)</li> <li>• <b>time spent</b> (one hour and thirty minutes)</li> <li>• <b>age</b>: 7, 13</li> <li>• <b>date of birth</b> (7th June 2000)</li> <li>• <b>duration</b> (two hours)</li> <li>• <b>day</b> (Saturday)</li> <li>• <b>activities</b> (e.g. playing badminton, a school picnic)</li> <li>• <b>name of a game</b> (Superboy)</li> </ul>
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Performances of P.3 Students from 2008 to 2011  
Listening – Weaknesses – Identifying Key Words

2008	2010	2011
<ul style="list-style-type: none"> <li>• Identifying unfamiliar places (distinguishing 'Tsuen Wan' from 'Wan Chai', 'Sheung Wan' and 'Chai Wan')</li> </ul>	-----	-----

Performances of P.3 Students from 2008 to 2011  
Listening – Identifying Key Words

Progression of Performances	Challenges
<ul style="list-style-type: none"> <li>• <b>able to identify key words based on a wide range of familiar concepts with given cues.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>unable to identify key words of less familiar concepts</b></li> </ul>

Performances of P.3 Students from 2008 to 2011  
Listening – Strengths – Intonation

2008	2010	2011
<ul style="list-style-type: none"> <li>• Students were able to identify a speaker's tone of voice regarding their feelings of happiness and sadness.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were able to distinguish different feelings (e.g. happy, sad, nervous, excited) of speakers from their tones.</li> </ul>	<ul style="list-style-type: none"> <li>• Students showed understanding of a speaker's tone of voice (e.g. happy, sad and excited)</li> </ul>

•Happy

- Hi, Peter, I'm fine.
- What a great idea!
- Well, I like this game because it's fun and easy to play. I always win!
- What a nice day!

•Nervous

- Hurry up, hurry up! Have you packed your schoolbag? What lessons do you have today?

•Sad

- I love birthday parties too, but my grandma doesn't want one. It's too bad.
- Oh, no!... No computer games.
- Goodbye, Grandpa and Grandma! We'll miss you.

•Excited

- Oh! Today is Teachers' Day. It's a school holiday. I don't need to go to school!
- My parents are inviting all our friends to our new home next Sunday. Come and join us!

Performances of P.3 Students from 2008 to 2011  
Listening – Intonation

Progression of Performances	Challenges
•able to identify a speaker's tone of voice (e.g. happy, sad, excited, nervous)	---

Performances of P.3 Students from 2008 to 2011  
Listening – Strengths – Connection between Ideas

2008	2010	2011
•Students were able to understand the connection between ideas using 'because' and 'but'.	•Students were able to understand the connection between ideas by identifying cohesive devices 'and' and 'because'.	•Students were able to understand the connection between ideas by identifying cohesive devices 'and' and 'or'.

TSA 2008

4. Why was Mary's mum afraid of dogs?
- A. She didn't like dogs.
  - B. She was young.
  - C. The dogs barked at her.
  - D. The dogs jumped on her.

Mary: My mum doesn't like dogs. She had two dogs when she was seven years old. The dogs were very naughty. They frightened my mum because they jumped on her.

Understanding the connection of ideas using 'because'

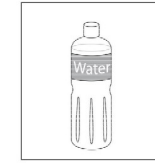
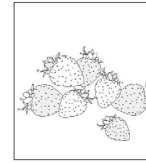
8. The reader likes stories about \_\_\_\_\_ the best.
- A. cars     B. sports     C. babies     D. animals

Lady: OK. Which part do you like the best?

Kenny: The cars and sports stories are okay, **but** I like 'Animal of the Week' the best. The pictures of baby animals are very cute! // (beep) (8-second pause)

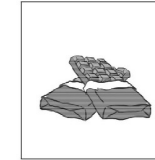
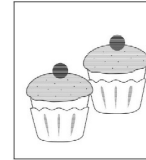
Understanding the connection of ideas using 'but'

10. Students should not bring \_\_\_\_\_.



A.

B.



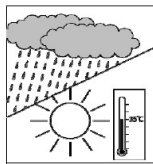
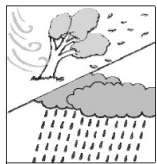
C.

D.

Miss Chan: Bring your own lunch. You can also bring some **snacks** like fruit and cakes. Do not bring junk food like potato chips and chocolate bars.

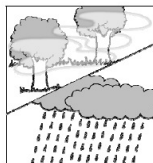
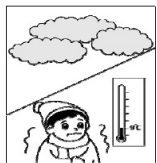
Understanding the connection of ideas using 'and'

2. I don't hike when the weather is \_\_\_\_\_.



A.

B.



C.

D.

Miss Wong: When do you hike?

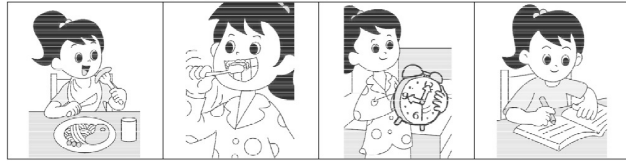
Jimmy: I hike every Saturday. But I don't go hiking **when it's raining or when it's too hot** // (beep) (16-second pause)

Understanding the connection of ideas using 'or'

Performances of P.3 Students from 2008 to 2011  
Listening – Weaknesses – Connection between Ideas

2008	2010	2011
<ul style="list-style-type: none"> <li>identifying the connection between two or more ideas</li> </ul>	<ul style="list-style-type: none"> <li>understanding the connection of two or more ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifying the connection of unfamiliar concepts</li> </ul>

6. What should Sally do just before she goes to bed?



- A.  B.  C.  D.

After dinner, finish your homework and brush your teeth,

Then set your alarm clock just before you sleep.

Question 6: What should Sally do just before she goes to bed? // (beep) (8-second pause)

Understanding the connection of two or more ideas



6. The animal told the boy not to hurry to see the world because

- \_\_\_\_\_.
- A. the boy was sad  
 B. the journey was exciting  
 C. the boy's friend was not talking to him  
 D. the boy's friends would miss him

Dad: "It sounds so exciting. I want to go now," said Bill.

"Don't hurry! Your friends will miss you when you're gone," said the animal.

Understanding the connection of two or more ideas



7. I like hiking because it is \_\_\_\_\_.

- A. free  B. easy  
 C. fast  D. difficult

Miss Wong: Do you think hiking is good for you?

Jimmy: Yes, when we go hiking, we can get good exercise. Fresh air is very good for us, too. // (beep) (8-second pause) I like hiking because I don't have to pay to walk in the hills. // (beep) (8-second pause)

Identifying the connection of ideas which are less familiar



Performances of P.3 Students from 2008 to 2011  
 Listening – Connection between Ideas

Progression of Performances	Challenges
<p>•able to identify connection between ideas using 'because', 'and',</p>	<p>•unable to identify connection between two or more ideas or the ideas are implicitly linked</p>



Listening – Strengths – Sounds

2008	2010	2011
<ul style="list-style-type: none"> <li>Some students were able to distinguish stressed from unstressed sounds. Students were able to distinguish numbers like '7' and '17'.</li> </ul>	<ul style="list-style-type: none"> <li>Many students were able to distinguish '16' and '60'. However, fewer students were able to distinguish '15' and '50'.</li> <li>Students were able to distinguish initial consonants 'K' and 'J'.</li> </ul>	<ul style="list-style-type: none"> <li>Most students were able to distinguish '95' and '55'.</li> <li>Most students were able to distinguish initial consonants 'S', 'J' and 'C'.</li> </ul>

<ul style="list-style-type: none"> <li>distinguishing letters:                             <ul style="list-style-type: none"> <li>'P' from 'B', 'D' &amp; 'T'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>distinguishing time:                             <ul style="list-style-type: none"> <li>'7:45 am' from '7:40 am', '8:15 am' &amp; '8:35 am'</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>distinguishing initial consonants in:                             <ul style="list-style-type: none"> <li>'Ko' from 'Lo', 'Mo' &amp; 'So'</li> <li>'Joy' from 'Coy', 'Toy' &amp; 'Soy'</li> <li>'Jill' from 'Bill', 'Will' &amp; 'Hill'</li> <li>'Jerry' from 'Terry', 'Kerry' and 'Harry'</li> <li>'Candy' from 'Wendy', 'Mandy' and 'Sandy'</li> <li>'Sunny' from 'Bunny', 'Funny' and 'Hunny'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>distinguishing numbers:                             <ul style="list-style-type: none"> <li>'15' from '3', '5' &amp; '13'</li> <li>'75' from '60', '65' and '70'</li> <li>'7' from '17', '27' and '37'</li> <li>'95' from '55', '59', '99'</li> </ul> </li> <li>distinguishing '\$480' from '\$408', '\$418' &amp; '\$488'</li> <li>distinguishing '16/F' from '6/F', '36/F' &amp; '60/F'</li> </ul>

Listening - Sounds

Progression of Performances	Challenges
<ul style="list-style-type: none"> <li>able to distinguish initial consonants and numbers</li> </ul>	---